

School Improvement Plan

Whitney Early Childhood Education Center Anacortes School District 2019-2020

1. Evidence and date of annual school board approval

- a. The Whitney Early Childhood Education Center School Improvement Plan (SIP) will be reviewed and approved by the school board on February 6, 2020.
- b. The School Board annually conducts a site visit in partnership with school administration to review data and the overall school program. Feedback from this visit is incorporated into the future planning. Feedback from the school board will be incorporated into this plan.

2. Evidence that staff certification requirements are met

- a. Procedures and processes are implemented by the Anacortes School District to make sure teachers are assigned in-field (i.e., endorsement matches teaching assignment). All candidates for open positions are screened by multiple administrators prior to selection and/or placement. A secondary analysis is conducted by the human resources department. Teacher certifications and licenses are reviewed directly by the Director of HR to ensure that employees hold the proper certificates and licenses in order to serve in the assigned position. Additionally, the district ensures, through various effective strategies, that poor and minority students are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers.

3. Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents and community members)

- a. There are currently 75 students enrolled in kindergarten.
- b. Classroom teachers and LAP staff are available by phone or email daily to address specific concerns and provide feedback to students.
- c. Teachers and principal meet every 6 weeks to analyze data, monitor student progress, make changes to student supports, and revise the SIP as needed.

4. Brief summary of use of data to establish improvement

- a. Every student will be able to produce lowercase letter sounds, rhyme and syllabicate. Teachers monitor progress weekly to determine progress towards this goal.
- b. Students are being taught Social Emotional skills via identification of their emotions. Individual emotions are taught as well as how students can recognize their emotions.

5. Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements.

- a. Whitney is in a unique situation in that all students at Whitney are in kindergarten without a previous cohort or prior assessment information. Measurements of Academic Progress (MAPs) are taken in Fall and Spring to examine student growth in reading and math. Fall scores are often inaccurate as many students are new to interacting with a computer for academic purposes. For this reason Foundations information around Phonemic Awareness and Lowercase letter sounds are used for reading readiness while Unit 4 math assessment is used for math.
- b. This is the first year of implementation with students for RULER and that is the focus of our SEL work as we teach students about the anchor items: Mood Meter, Meta Moment, and Class Charter.

6. Recognition of non-academic student learning, what and how.

- a. Social emotional needs are addressed through RULER lessons and coordination with building counselor and district mental health therapist.
- b. Student recognition program implemented this year identifying a student each week for a success in their learning (each student will be selected twice over the course of the school year).

7. Plan addresses characteristics of successful schools

- a. Our School Improvement Plan is centered on three areas of best practice in successful schools:
 - i. Regular use of data through an inquiry approach.
 - ii. Collaboration among staff toward high quality teaching and learning and in support of each students' potential.
 - iii. Development of systems of support to create a positive school community and build relationships with students to support their overall growth and development.

8. Plan addresses educational equality (gender, race, ethnicity, culture, language and physical/mental ability)

- a. By continually reviewing disaggregated district, school, program and student data to identify areas of disproportionality and achievement gaps, the district and school leaders will:
 - i. identify patterns and biases that contribute to disproportionality and achievement/opportunity gaps;
 - ii. create strategies to address disproportionality and achievement/opportunity gaps and measure results of those strategies;
 - iii. use the disaggregated data to set goals to close achievement/opportunity gaps and measure results in achieving those goals.

9. Plan addresses use of technology to facilitate instruction

- a. Each student has a district provided laptop that is used in class.
- b. Digital Citizenship is taught as part of our curriculum through Common Sense Education.

10. Plan addresses parent, family, and community involvement

From the Anacortes School District draft Equity Policy:

- a. District and school leaders take responsibility for fostering and maintaining an inclusive environment throughout the system.
- b. The district will proactively engage families to create a sense of welcome and inclusivity and to demonstrate its belief that diverse families provide varied and valuable cultural perspectives that enrich our district and community and help the district to understand issues that arise related to underrepresented students.
- c. The leaders in each school will include in their school improvement plan strategies for fostering and maintaining an inclusive school culture that:
 - i. acknowledges and celebrates the identity and uniqueness of each student
 - ii. promotes a sense of inclusion for everyone
 - iii. creates access for student voice to influence classroom learning, school culture and system-wide decision-making, and encourages the participation of underrepresented students

11. Plan included an equity statement as described in WAC 180-16-220

From the Anacortes School District draft Equity Policy:

- a. *We believe that each child has tremendous potential and is worthy of our best effort.* And while this is true, we know that children do not face level playing fields at school. We understand that implicit and institutional

biases – based on race, income, disability, gender orientation, sexual orientation, religion and other factors – result in students experiencing opportunity and achievement gaps.

- b. To achieve the district’s vision and mission, we recognize that our board, staff, students and community must embrace and leverage our diversity to build equitable and inclusive learning communities within our schools.
- c. Working towards equity in schools requires the district and its school leaders to commit to:
 - i. Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
 - ii. Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
 - iii. Discovering and cultivating the unique gifts, talents and interests that every student possesses. (National Equity Project)

12. Plan includes assurance of parent/guardian and community involvement

- a. Parents volunteer in classrooms to support student learning
- b. Parent involvement as part of our Parent Teacher Association encouraged with bimonthly events to include families
- c. Quarterly assemblies held within the school with families invited to attend
- d. Frequent communication via email, phone calls, and SeeSaw to share student information and accomplishments with families

Anacortes School District/ Whitney Early Childhood Education Center

Enrollment

October 2019 Student Count 75

Gender

Male 40

Female 35

Race/Ethnicity

White 63

Hispanic N < 10

Black N < 10

Native American N < 10

Asian N < 10

Two or more races N < 10

Special Programs

Free or Reduced Price Meals	13
LAP Reading	16
Special Education	N < 10
Transitional Bilingual	N < 10
Section 504	N < 10
Foster Care	0

Other Information

Excused Absence Rate (2018-2019 Regular Attendance) 74.7%

Student Achievement Data

Foundational Phonemic Awareness Skills			
	Rhyming	Syllabication	Letter Sounds
Students of Concern	18.7%	20%	17.3%

Board Approval

Approved Not Approved Date: 2-6-2020



Board Chair



Superintendent