

**Willow Wind**  
**Ashland School District**  
**Improvement Plan (SIP) for 2018 - 2019**

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

**Ashland School District Goals for 2018-23:**

1. Improve Student Achievement.
2. Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.
3. Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.

**Willow Wind Vision and Mission Statement:**

Willow Wind provides a strong academic foundation while helping students develop a clear sense of self and membership in the community.

Willow Wind serves students who thrive in a learning environment that encourages student choice and responsibility. Willow Wind students are encouraged to ask questions, take risks, and develop a genuine love of learning.

Willow Wind community members (teachers, parents, students) work together in an academic environment that encourages hard work, curiosity, and integrity.

\* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.

\*\* G (Green) = Goal Achieved    Y (Yellow) = On-track to Achieve Goal

**Note:** A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

## Willow Wind Improvement Plan for 2018 – 2019

<b>GOAL 1: Improve Student Achievement</b>				
<b>SMART GOAL: 93% Student Graduation by 2023</b>				
<b>SMART GOAL:</b> 90% of Willow Wind students in grades K-2 will be at “low risk” as determined by Easy CBM Reading Assessment in May 2019. 90% of Willow Wind students in grades 3 – 8 will perform at a level 3 or 4 on the SBAC ELA assessment in May 2019	<b>Key Indicator</b>	<b>Whom*</b>	<b>By When</b>	<b>Success Rating (G or Y)**</b>
<b>Strategy 1: PLC Work</b> <b>Strategy 2: Professional Development on Formative Assessment</b> <b>Strategy 3: Professional Development on interpreting data and creating intervention plans (MTSS)</b> <b>Strategy 4: Achievement Team Meetings with effective structure and data</b>				
	<b>Key Indicator</b>	<b>Whom*</b>	<b>By When</b>	<b>Success Rating (G or Y)**</b>
A1: PLC work and professional development during the October 11/12, 2018 in-service days on differentiated instruction based on effective formative assessment	Teachers gain skill in formative assessment techniques and create a plan to be implemented during the 18-19 school year.	Principal	10/12/19	
A2: Follow-up PLC work to share case studies – successes and challenges on the work done during the PD in October 2018	PLC Calendar for this work Formative Assessment notebook for record keeping	Principal and Teachers	6/1/19	
A3: Quarterly Achievement Team Meetings to review data and follow up on progress monitoring and interventions.	Implement structure and record keeping of Achievement Team	Principal and Teachers	10/10/18 2/13/19 5/22/19	
A4: Professional Development embedded in Achievement Team meetings supported by SOESD School Psychologist.	Feedback from teachers after work with School Psychologist.	SOESD School Psychologist and Teachers	10/10/18 2/13/19 5/22/19	

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**SMART Goal for Math:** 85% of Willow Wind students in grades K-2 will be at “low risk” as determined by Easy CBM CCSS Math Assessment by May 2019.

85% of Willow Wind students in grades 3 – 8 will perform at a level 3 or 4 on the SBAC Math assessment in May 2019.

**Key Indicators:** 85% of K- 8 grade students at Willow Wind will remain at “low risk” or show reduced risk as measured by Easy CBM Math Assessment in Winter 2019.

Math Expressions Unit Tests (K-5) and Core Focus (6-8) Benchmark assessments show growth for all students.

**Whom:** Teachers

**By When:** 6/15/19

**Strategy 1: PLC Work**

**Strategy 2: Professional Development on Formative Assessment**

**Strategy 3: Professional Development on interpreting data and creating intervention plans (MTSS)**

**Strategy 4: Achievement Team Meetings with effective structure and data**

	<b>Key Indicator</b>	<b>Whom*</b>	<b>By When</b>	<b>Success Rating (G or Y)**</b>
A1: PLC work and professional development during the October 11/12, 2018 in-service days on differentiated instruction based on effective formative assessment	Teachers gain skill in formative assessment techniques and create a plan to be implemented during the 18-19 school year.	Principal	10/12/19	
A2: Follow-up PLC work to share case studies – successes and challenges on the work done during the PD in October 2018	PLC Calendar for this work Formative Assessment notebook for record keeping	Principal and Teachers	6/1/19	
A3: Quarterly Achievement Team Meetings to review data and follow up on progress monitoring and interventions.	Implement structure and record keeping of Achievement Team	Principal and Teachers	10/10/18 2/13/19 5/22/19	
A4: Professional Development embedded in Achievement Team meetings supported by SOESD School Psychologist.	Feedback from teachers after work with School Psychologist.	SOESD School Psychologist and Teachers	10/10/18 2/13/19 5/22/19	.

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## Willow Wind Improvement Plan for 2018 – 2019

### GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment for all students and staff

**SMART GOAL:** All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.

<b>SMART GOAL:</b> 100% of Willow Wind students will receive instruction using anti-bias curriculum with an emphasis on individual, school and community action. This curriculum will encourage students to speak out against bias and injustice.	<b>Key Indicator</b> 100% of Willow Wind teachers will share lessons they have taught using the curriculum. 100% of Willow Wind students will participate in Teaching Tolerance Performance Tasks a minimum of twice during the 2018-19 school year.	<b>Whom*</b> Teachers	<b>By When</b> 6/1/19	<b>Success Rating (G or Y)**</b>
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**Strategy 1:** Capacity building – During the 2018-19 school year, Willow Wind teachers will increase awareness and understanding of how to integrate social justice standards into core curriculum.

	<b>Key Indicator</b>	<b>Whom*</b>	<b>By When</b>	<b>Success Rating (G or Y)**</b>
A1: Provide annual staff development/training related to diversity, cultural agility and implicit bias.	Professional development modules from Teaching Tolerance	Principal	8/20/18 8/21/18 10/11/18 10/12/18	
A2: Ongoing reflection and learning – critical friends relationships, PLC	PLC Calendar	Principal Teachers	6/15/19	
A3: Self-awareness and cultural competency – Culturally aware adults model the social justice standards	Discussions following up PD and PLC	Teachers	6/15/19	
A4:				

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<b>Strategy 2: Curriculum and Instruction</b> – Willow Wind teachers will use differentiated instruction, collaborative learning groups and real world connections support students' understanding of the social justice standards.				
A1: PD Module on Instruction - Critical Practices for Anti-Bias Education – Teaching Tolerance	Complete the PD Module and collect formative assessment based on A3	Principal	6/1/19	
A2: Review curriculum and materials to ensure they are culturally diverse and inclusive .	Curriculum review	EDI Consultant	6/15/19	
A3: Develop Program-Wide lessons for students to demonstrate their anti-bias awareness and civic competency by applying knowledge in authentic real-world context	Lessons and Community Friday activities implemented in November and April	Teachers	5/1/19	
<b>Strategy 3: Climate and Culture</b> – Willow Wind classrooms will have culturally responsive classroom culture where classrooms are safe spaces for all students. Students are seen, valued, cared for and respected as their full selves.				
A1: Provide training using the Professional Development Module on Classroom Culture from Critical Practices for Anti-Bias Education by Teaching Tolerance.	Complete the PD Module and collect formative assessment based on A3	Principal	10/15/18	
A2: All teachers will integrate the Mind Up Curriculum into their core classes to ensure social and emotional safety for all students.	All teachers use Mind Up Curriculum	Teachers	6/1/19	
A3: Teachers and students together will create classroom contracts based on the social justice standards. Students will have ownership in their agreements.	All teachers use lessons to collaboratively create contracts with their classes and revisit agreements regularly.	Teachers	10/1/18	
A4: All teachers will incorporate collaborative Learning into their core instruction. This will support viewing diversity as an asset and teach effective teamwork across differences	PLC sharing on collaborative learning opportunities for students. Teacher Leadership position on linking PBL to standards assessment.	Teachers & Teacher Leader for PBL	6/1/19	
<b>Strategy 4: Community Engagement</b> – inclusion of family and community wisdom and engagement with community on issues.				
A1: Provide training using the Professional Development Module on Family and Community Engagement from Critical Practices for Anti-Bias Education by Teaching Tolerance.	PD Module completed during the October In-service days	Principal	10/15/18	
A2: Offer parent workshops on Raising Culturally Competent Kids three times during the 2018-19 school year.	Workshops are scheduled, held and well attended.	Principal & Parent	6/1/19	

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A3 Create a Parent Tech Committee to support digital citizenship and technology education.	A minimum of three Tech Committee meetings during the 2018-19 school year	Principal	6/1/19	
A4: Promote real world connections to help students connect their identity to the larger world. This supports three anti-bias domains; identity, justice, action.	All student will complete Performance Tasks connected to the Program-Wide lessons for students to demonstrate their anti-bias awareness and civic competency by applying knowledge in authentic real-world context – Do Something and/or Write to the Source	Teachers & Principal	5/1/19	

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