

Mabton School District

Vision – The Mabton School District exists to engage people in rigorous, stimulating and inviting learning experiences that result in all students graduating with the skills to be successful in college, career, and life. We believe everyone can learn and achieve at high levels given appropriate instruction, support, and relationships

Theory of Action – If our team, as instructional leaders, engage in best instructional practices in each content areas, then student will achieve at high standards

What will we do when our students experience difficulty in learning it?

What do we want our students to know, understand and be able to do?

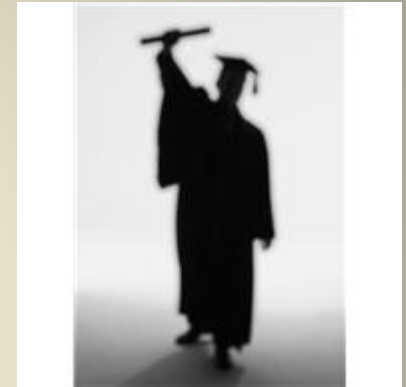
How will we know if our students learned it?

What will we do if our students already learned it?



MABTON SCHOOL DISTRICT

ACADEMIC SUCCESS FOR ALL STUDENTS!



Minerva Morales, Superintendent
April, 2014

Change the Culture, Change the Game

Roger Connors and Tom Smith

WHY CHANGE..... Because if there is no change, this is what happens...



Reflection --- look around --- change the game



Right where you left it



Forward Movement ... capacity building

“Either you will manage your culture, or it will manage you.”

Steps Involved in Changing the Culture

- Defining the **RESULTS** that guide the change
- Assess **CURRENT REALITY** of impact
- Taking **ACTION** that produces results
- Identifying **BELIEFS** that generate the right actions
- Providing **EXPERIENCES** that instill the right beliefs (**celebrate successes**)



Guiding Questions:

- What does this data tell us?
- What structures/supports are already in place & can we build onto these **IF** they are having impact?
- What structures/supports are currently in place that aren't support by **DATA** demonstrating impact? (i.e., summer school, interventions, programs, etc.)
- What additional data do we need?

Ideals – Spring 2014
 Graduation Rates – **100%**
 Attendance > 95%
 Other - Discipline, Behavior Tracking

Opportunities

GLAD/AVID Training

Identification of Students on track for Graduation (Red-Yellow-Green)

Tutors – LAP
K-12 Best Practices Instructional Coaching – [REDACTED]
ELD Standards Training – Title III

K-12 Data Support: Strand Data, Diagnostic Assessments for Math, Data reports and analysis

7-12 Contract Learning Support (staffing – after school) – LAP
WELPA Boot Camp (TBIP)

Partnerships: Parents, Community

ELL Adult BaEd Classes – Title III
Parent Education Informational Meetings through Advisories & supporting our staff – FOCUS, Title III

Academic Interventions – Math K-6

ESD Data Coaching Support OR Data Coach: i.e., Homeroom – LAP
Common Core Curriculum Alignment & Common Assessment Development – Common Core Grant/FOCUS

Behavior Social/Emotional

7-12 Contract Learning Support (staffing – after school) - LAP

Barriers

Current Reality:

- Math Data < Reading Data
- Kdr WaKIDS data avg 1 to 1.5 yrs below Kdr Level
- Graduation Rate @ 4 yr Cohort 66.7% & 5 yr Cohort 71.0%
- Unexcused Rate 383 = .4%
- Grade Levels Area of Focus – 4th, 5th, 6th Math

Tutors - LAP
K-12 Academic Math Literacy Core Interventions - LAP (1 hr/day 4 days/wk)
Robin & Nadine

Attendance

Personnel for Home visits, advisory/internal hearings, parent outreach (53, 51, 64)

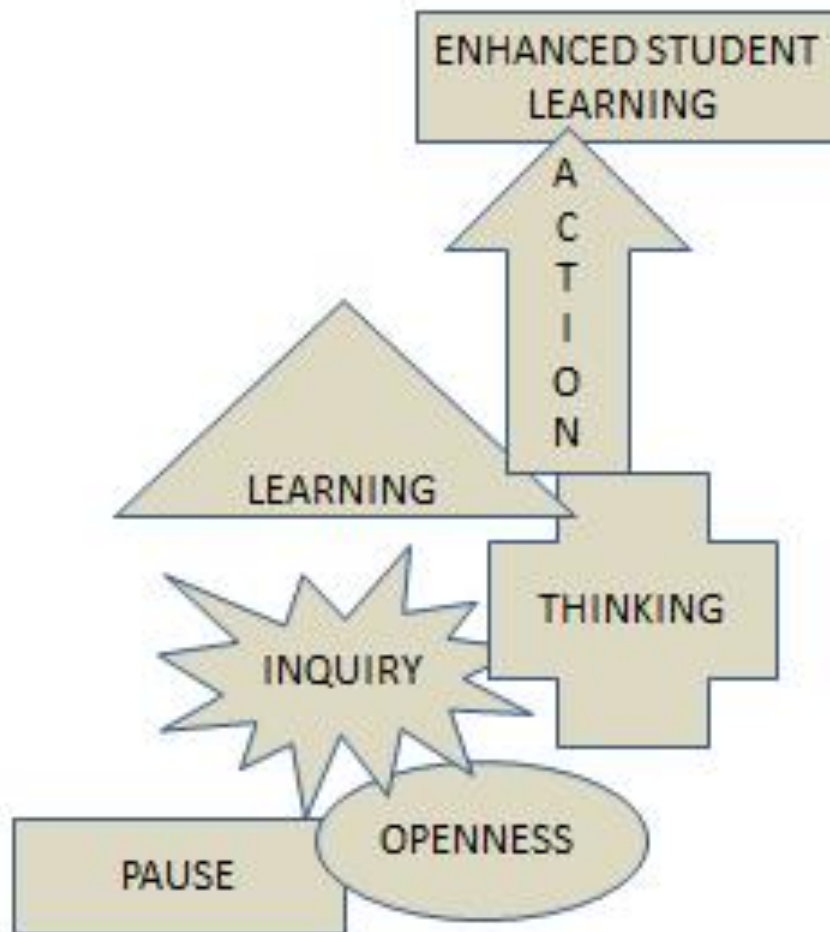
Language/Vocabulary
K-12 Best Practices Instructional Coaching – A McCallum (Title III)

MSD measures the successful academic outcomes of students to be prepared for college, work and life resulting from **attending** school consistently, rigorous **organizational** experience, sustaining and **participating in interventions** and as a result of **positive communications** with staff, parents and community.
Strategy/Structures – set of actions a district deliberately takes to provide capacity and support to the instructional core with the objective of raising student performance district-wide
Culture – norms and behaviors in the organization- shared understanding
Structures/Systems – Roles & Responsibilities, relationships, teams, accountability mechanisms, resources, learning processes and training programs
Resources – Organizational resources such as people and physical assets such as technology and data, financial resources
Stakeholders – people and groups inside and outside the organization who have a legitimate interest in the system and can influence the effectiveness of the strategy

- Assessment of Progress
- Celebrate Quick Wins
- Transparency

MABTON SCHOOL DISTRICT

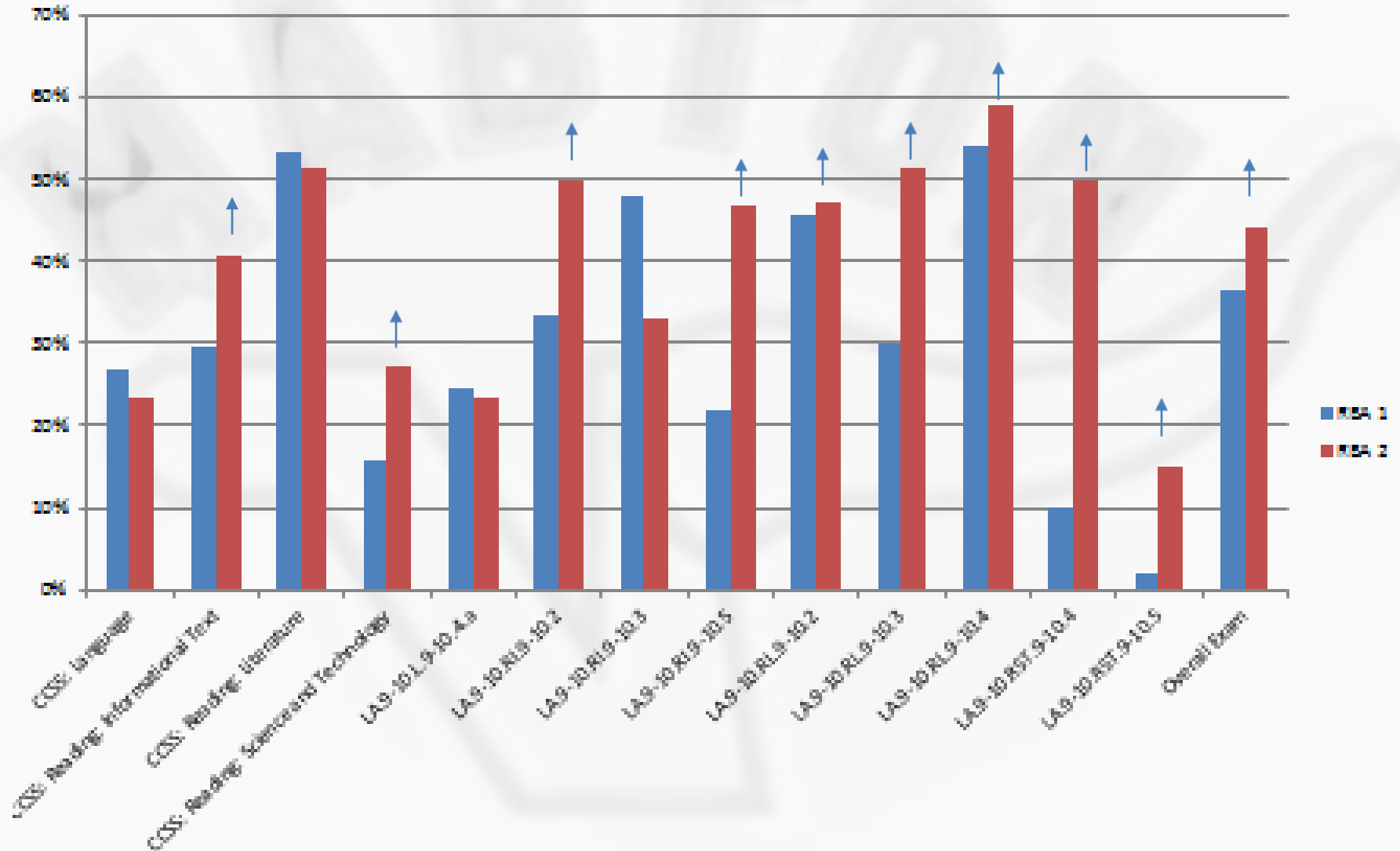
Purpose : Strategic Planning - create a road map and linkages between thinking, action, and student learning.



What's working for Mabton....

- **Align** curriculum and assessment and implement at each grade level
- Alignment of **resources**
- Develop **Systems** for sustainability of ongoing data analysis
- Create and implement **explicit district wide standards** of effective instruction and use of a variety of **assessment** tools to measure the staff implementation of the instructional standards
- Bring together the CORE content teams to meet as a district wide leadership team in the content areas - **PLC's**
- **Professional Development:** AVID, Common Core, Smarter Balanced Assessment, TPEP, AWSP Leadership Framework, GLAD/SIOP, Engaging and Empowering Parents, Instructional Leadership capacity building....
- **Partnerships:**
 - **GEAR-UP:** Washington State University & University of Washington
 - **Higher Education Sector:** YVCC, Heritage University, Eastern University, Central Washington University, YV-Tech
 - **Government and Community Organizations:** Inspire, Northwest Community Action Center, ESD's, GATES, League of Education Voters, Rural Alliance, College Success Foundation, Pacific Northwest Initiative, United Way, Junior Achievement,
 - **Parents/Students**

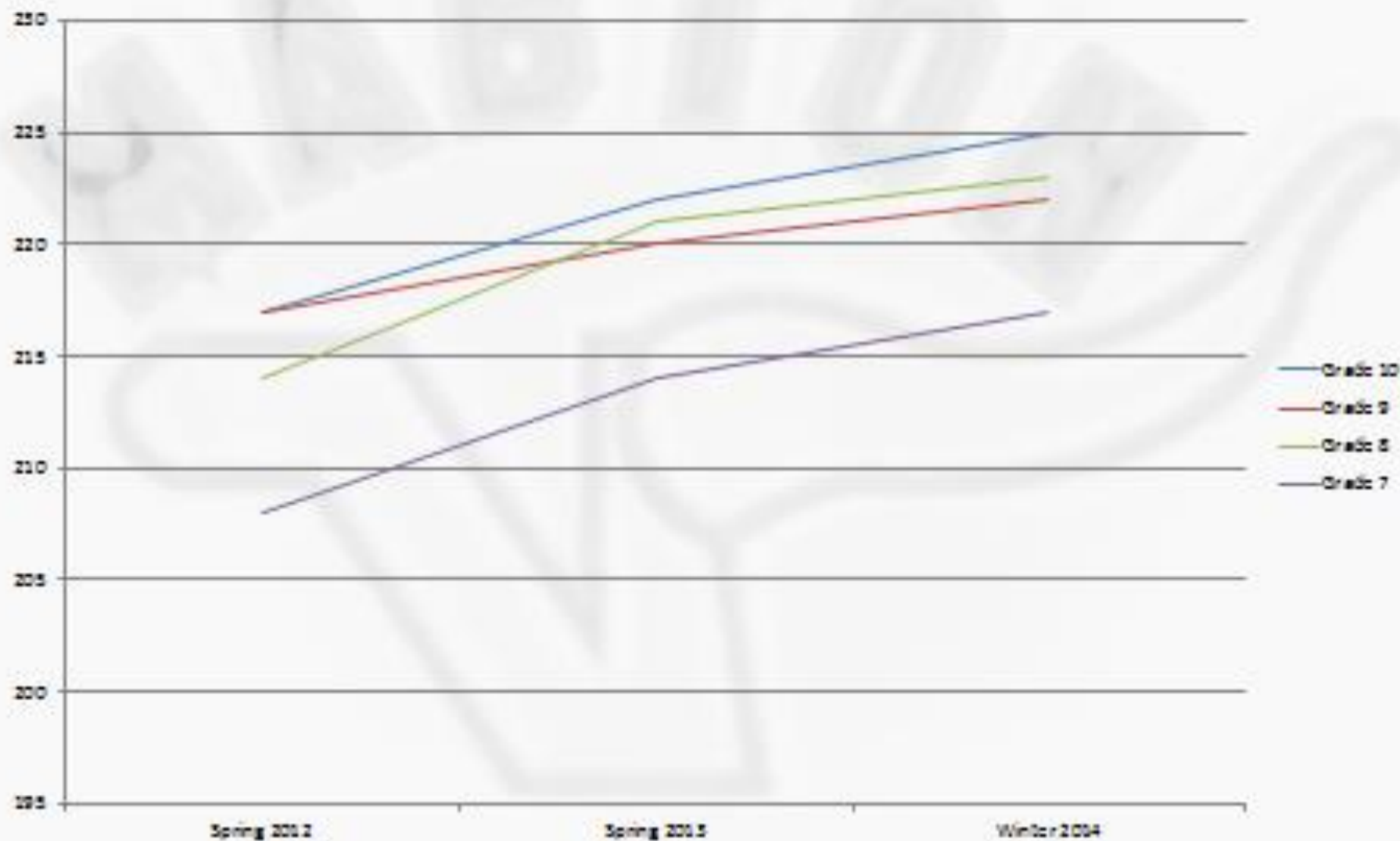
Reading Benchmark: 9th



Reading Benchmark: Next Steps

- Alignment Work
 - Each grade level is currently aligning curriculum to common core state standards.
 - Once alignment within Language Arts is complete assessment maps will be developed, with both internal and external assessments as indicators of alignment.
 - A plan will be drafted to ally with Technical/Science and History classes to fully align to English Language Arts Common Core Standards.

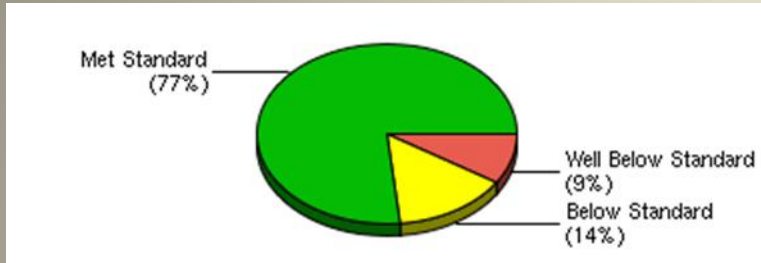
Math MAP Scores



Data Driven

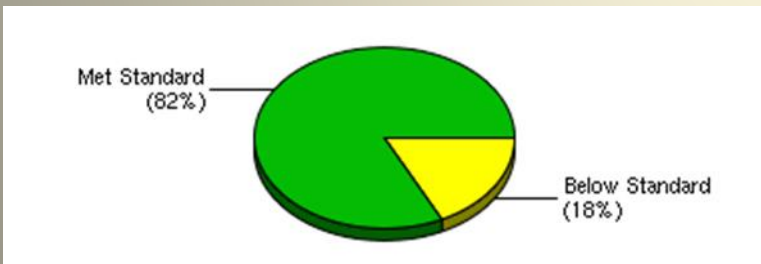
- Focus points
 - Number Sense, Problem Solving, Alg. Sense
 - Comprehension, Informational and Literacy Text, Vocabulary development
- MAP usage
 - Testing Jan-Feb
 - Comparison of Winter to Winter growth
- Formative assessments
 - Classroom based
 - Guided by PLC
- District support
 - Homeroom
 - Data Director
 - LAP After School Program

MBA 1 Results Kindergarten



| Performance Level | # Students | % Students |
|---------------------|------------|------------|
| Met Standard | 59 | 77 |
| Below Standard | 11 | 14 |
| Well Below Standard | 7 | 9 |

MBA 1 Results 3rd Grade



| Performance Level | # Students | % Students |
|-------------------|------------|------------|
| Met Standard | 51 | 82 |
| Below Standard | 11 | 18 |

Philosophy

- ▶ If we provide students with targeted standard based enrichment activities through implementation of instructional strategies then academic achievement scores of students should increase.
 - GLAD support and AVID strategies used, CCD charts, chants, 2 and 3 column notes, etc)
 - Pre/Posttest linked to standards – drive instruction and support
 - New content and student engagement would contribute to increased attendance
 - Parent contact to support learning and attendance
 - Walk Through – documentation of strategies used
 - Teacher Preparation Day – collaboration and preparation for rigorous instruction

“OPENING DOORS TO OPPORTUNITIES”

That result in students graduating with the skills to be ready for college, career and life

Experiences

- Early Childhood Education, College/Trade School Exposures, Inquiry & Rigor in every classroom and every day, Parent/Student/Teacher Engagement, Academic Language Support, Emotional/Social Support, Partnerships

Beliefs

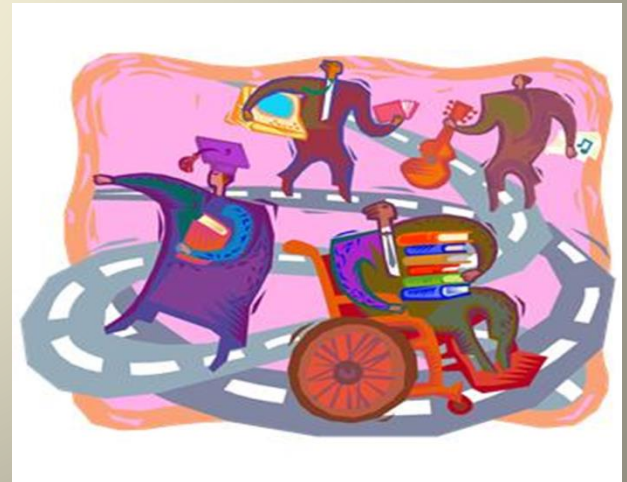
- Experiences shape beliefs in students, parents and staff

Actions

- Experiences and Beliefs result in actions essential to successful academic student achievements

Results

- Opportunities & Choices



MABTON'S PAST REALITY.....

| | | | Trimester 1 | | | | |
|-------------|------------|-----------------|------------------|---------------|---------------|----------------|-----------------|
| High School | 8:15--8:35 | 8:39--9:49 | 9:53--11:03 | 11:07--12:17 | 12:17 --12:47 | 12:47--1:57 | 2:01--2:11 |
| Staff Name | Advisory | Period 1 | Period 2 | Period 3 | Lunch HS | Period 4 | Period 5 |
| | Advisory | English 10 A | English 10 A | Planning | Lunch HS | English 10 A | AP English A |
| | Advisory | Spanish 1 A | Spanish 1 A | Spanish 2 A | Lunch HS | Spanish 2 A | Planning |
| | Advisory | Why Try? | APEX/ Grad | Planning | Lunch HS | APEX/ Grad | APEX/ Grad |
| | Advisory | Planning | Geometry A | Geometry A | Lunch HS | Algebra 2 Trig | Geometry A |
| | Advisory | Algebra 1 A | Planning | | Lunch HS | Algebra 1 A | Algebra 1 A |
| | Advisory | AVID 9 | Earth Science | AVID 10 | Lunch HS | Athletic Dir. | Planning |
| | Advisory | Weight Training | Planning | PE 9 | Lunch HS | PE 10 | Weight Training |
| | Advisory | English 9 A | Planning | Journalism | Lunch HS | English 9 A | English 9 A |
| | Advisory | Planning | FCS | Health | Lunch HS | FCS | FCS |
| | Advisory | MS/HS Lan Res | Leadership | MS/HS Math Re | Lunch HS | Planning | Transitions |
| | Advisory | College Prep A | English 11 A | English 11 A | Lunch HS | Planning | College Prep A |
| | Advisory | PreCalculus | Life Science | Biology A | Lunch HS | Planning | Biology A |
| | Advisory | Planning | Graphic Arts | Digi-tools | Lunch HS | Voc Tech | Voc Tech |
| | Advisory | Biology B | Physical Science | Biology B | Lunch HS | Science | Planning |
| | Advisory | CWP A | CWP A | World Geog. | Lunch HS | Planning | US History A |
| | Advisory | Beginning Band | MS Band | Planning | Lunch HS | Choir | Advanced Band |

On Time Graduation Rate – Averaged at 59.9%

MABTON'S CURRENT REALITY....opening doors to opportunities that result in students graduating with skills ready for college, career and life

| <i>High School Year 2013-2014 & 2014-2015</i> | | | | | | | | | |
|--|-----------|--|----------------------------|--|-------------------------------------|-------------|-------------------------------|-----------------------------|---------------------------------------|
| Teacher | | Period 1 | Period 2 | Period 3 | Period 4 | LUNCH | Period 5 | Period 6 | Period 7 |
| M/T/R/F | | 8:30-9:18 | 9:22-10:10 | 10:14-11:02 | 11:06-11:54 | 11:54-12:24 | 12:28-1:16 | 1:20-2:08 | 2:12-3:00 |
| | 3139 | Ap Language (11) | AP English Literature (12) | English 11 | Planning | Lunch | College Prep English | English 11 | Honors English 10 |
| | 2167 | Avid 9 | Honors English 9 | English 10 | Planning | Lunch | English 9 | English 9 | English 10 |
| | 3142 | Beg. ESL | Geometry Enrichment | Planning | Algebra enrichment | Lunch | Intermediate ESL | Math COE | Reading/Writing COE |
| | 3136 | Algebra 1 | Algebra 1 | Planning | Algebra 1 | Lunch | Geometry | Honors Algebra 8 | Geometry |
| | 3137 | Geometry | Algebra 2 | Planning | Algebra 2 | Lunch | Geometry | Pre-Calculus/ Calculus | Physics |
| | 3143 | Auto Detailing | Robotics | Chemistry | Biology | Lunch | Biology | Planning | Biology |
| | 3150 | Civics World History | US History | Civics World History | US History | Lunch | US History | Civics World History | Planning |
| | 3138 | INST - CWP Equiv. (CWU) | Avid 10 | Chicano Studies (CWP) | Performing Arts | Lunch | Avid 11/12 | AP World History | Planning |
| | 3144 | Spanish 2 | Spanish 1 | Planning | Spanish 1 | Lunch | Spanish (EWU) | Spanish 1 | Spanish 2 |
| | 3145 | Landscaping Floriculture | Planning | Horticulture Greenhouse | Animal Science Veterinary Tech | Lunch | Life Science | Life Science MS Exploratory | Life Science CTE Director |
| | 3140/3147 | AD | Planning | AD | Woods Natural Resources | Lunch | Earth Science Metals | MS Woods Earth Science | Construction Earth Science |
| | 3130 | Interior Design Interior Design | Leadership Leadership | Married/Single Life Career Exploration | Child Development Child Development | Lunch | Food/Nutrition Food/Nutrition | Planning | Exp.Child Development Creative Living |
| | 3146 | Planning | Engineering Microsoft IT | Comp. Apps (EWU) | Software App Comp Aid Design | Lunch | Engineering Digipens | Annual Web Design | Video Production Photography |
| | 3149 | Health | Planning | HS PE | HS PE | Lunch | JH Wa St. History | Health HS PE | Weight Training |
| <i>Elementary Middle School Year 2013-2014 and 2014/2015</i> | | | | | | | | | |
| 7th Grade | 7th Grae | | | | | | | | |
| | 8th Grade | Algebra 1 | Robotics | | | | | | |
| | 6th Grade | AVID - CLLEGE AND CAREER READINESS FOR ALLSTUDENTS | | | | | | | |
| | 5th Grade | AVID - CLLEGE AND CAREER READINESS FOR ALLSTUDENTS | | | | | | | |
| <p>Increased: Ap/Honors Courses, College in High School, Dual Credit Offerings - Average 4 year on time graduation 3 year trend rate is 73%</p> | | | | | | | | | |

MABTON SCHOOL DISTRICT – all students graduating with the skills to be successful in college, work and life.



**ACADEMIC SUCCESS FOR ALL STUDENTS
AND WE INCLUDE OUR PARENTS**



