Shaw Island School District Board of Directors

Agenda

Tuesday, October 12, 2021

3:10 PM

Regular Board Meeting via Zoom

1. Opening Items
   1.1. Call to Order
   1.2. Changes or Additions to the Agenda
   1.3. Approval of Agenda (Action)
   1.4. Approval of Previous Minutes (Action)

2. Curriculum and Instruction
   2.1. Teacher Reports
   2.2. Approval of 2021-22 School Improvement Plan (SIP). The superintendent recommends approval of the 2021-22 SIP. (Action)

3. Hearing of Individual or Groups on Agenda and Non-Agenda Items

4. Superintendent
   4.1. Superintendent Report

5. Business and Operations
   5.1. Consent Agenda (Action)
      5.1.1. Approval of Payroll
      5.1.2. Approval of Claims
      5.1.3. Budget Status Report
   5.2. Review of the final 2020-2021 budget report.

6. School Board
   6.1. School Board Director’s Reports

7. Adjournment

Next meeting: November 16, 2021
SCHOOL IMPROVEMENT PLAN
SHAW ISLAND SCHOOL

I. Goal: (SMART – Specific, Measurable, Attainable, Relevant, Time-Bound)

By May 2022, 80% of Shaw Island School families surveyed will express feelings of improved or enhanced communication between families and teachers and between families and school administration.

• Problem of Practice: Anecdotally through conversations with both teachers and the Office Administrator and through first hand one-on-one conversations with Shaw Island School families and the principal, families have expressed frustration with levels of school communication. Specifically, during the COVID 2020-21 COVID school year, families have expressed feeling out of the loop to what is going on. Additionally, families have expressed not understanding the chain of command, or to whom they should talk to when wanting to talk to “administration” outside of the classroom teacher.

• Theory of Action: When school families feel they have all the information they need to support their children in their academic, social and behavioral needs at school, student success will be greater through these family-school partnerships. Parent support to school endeavors is critical to student success. Ensuring that families feel that school staff are there to help them with their children’s schooling needs is foundational to all students achieving at their highest levels.

• Relevant Data: All parents interviewed suggested that communication between the school and parents needed to be improved. During the last many school years, there has not been a principal at the school. Parents expressed confusion as to who they should go to if they were uncomfortable discussing issues with the teachers. Virtual schooling increased parent frustration with communication as they were unable to stop by the school and have concerns addressed.
II. Action Plan: (List all activities and timelines designed to achieve goal.)
August - October:

Principal/ Superintendent to interview all families for communication needs.
Principal to send staff/family/Board emails outlining all changes in school based COVID procedures.
Principal to set up and conduct monthly Parent meetings
Community Letter from Principal/Superintendent will be placed on kiosk and on Facebook page.
Research and monitor and evaluate effectiveness of various communications (length of message, format (text, email, phone, hard copy, snail mail, etc), frequency of messaging).

Teachers to:
  Produce weekly newsletter (electronic) for younger grades
  Introduce and maintain student planner with relevant information that is shared between teacher, student and parent. Students are asked to share planner with parents and get at least one parent signature each week demonstrating that the planner was shared. (Upper Grades)
  Hold a beginning of the year parent/teacher conference with each family before the second week of October.
  Continue parent/teacher conferences with each grading period.
Shaw staff (Kari, Deanna, Diane and Abi) will clarify and streamline the channels of communication and develop protocols for cc’ing applicable staff members to group emails to make sure all staff are on the same page. Develop who is the point person for certain activities, duties, topics (i.e. picture day, field trips, permission slips, etc.).

November - February:
  Continue with all planned activities from the fall.
  Survey parents on their feelings about school communication and ask for suggestions if improvements are needed.
  Determine any changes in activities to improve results.
  Teachers will continue to follow the plan as detailed above.

March - May
  Continue all planned activities from Winter
  Survey parents
  Teachers will continue to follow the plan as detailed above.
III. Outcomes by the end of February and May (Outcomes may be for different groups of people: i.e. Student, teacher and families.)

February: Parent Surveys show parent satisfaction with the level of communication from teachers and from administration:

- Students and families are aware of school events
- Students and families are prepared for scheduled activities
- Students and families feel included, informed, part of the school community
- Students and families know who to talk to (understand the chain of command)
- Teachers know that their communications are received and read
- Methods of effective communication formats are narrowed down to 3 and consistently employed

May: See above
I. **Goal:** *(SMART – Specific, Measurable, Attainable, Relevant, Time-Bound)*

By May, 2022 all Shaw Island School students will have expanded learning opportunities that provide multiple avenues for utilization of the surrounding school environment for student learning experiences in the Arts and Sciences. Additionally, all Shaw Island School students will have expanded learning opportunities from community mentor teachers and will be provided learning experiences to deepen their understanding of cultures and life experiences of people from vastly different cultural, lifestyle (Urban, Suburban, Large Rural, etc.) and socio-economic backgrounds than those experienced on Shaw Island.

*Problem of Practice:*

Students living on Shaw Island are blessed with an outdoor environment that can and should create an “outdoor” living classroom whenever possible. Due to the COVID two previous school years, teachers have not had the ability to utilize this outdoor classroom to enhance and more deeply personalize learning experiences for students within these outdoor settings.

Additionally, students living on Shaw Island are limited in their exposure to teachers beyond the two teachers at the school. However great these two teachers are, there is only so much content knowledge and expertise at their disposal which limits some exposure to content and strategies available to the students. Also, growing up on Shaw Island means that students have limited exposure to people unlike non-island peoples, who may represent different cultures, languages, and economics. This presents fewer opportunities for students to be better prepared to face the larger and more complex world outside of Shaw Island.
- **Theory of Action:**
  If students have multiple and deep opportunities to experience learning across varied contexts and from varied instructors (outdoor/natural and classroom based) their learning opportunities are heightened and expanded.
  If students are able to learn about people who live differently from them (Culturally, economically, and lifestyles) they will be better prepared to work with, learn from and enjoy these differences as they see and interact with the world outside of Shaw Island.

- **Relevant Data:**
  During the last two school years, due to COVID, students have had limited opportunities to utilize the school’s outdoor settings for classroom learning.
  Parent interviews have indicated a strong desire to have more opportunities for their children to utilize outdoors for classroom learning. They have also indicated a strong desire to utilize more community expert mentors to present content learning to our students. And finally parents have also indicated a desire to expand their children’s knowledge of people and places outside the world of Shaw Island to better prepare their children to enter this other larger world.

II. **Action Plan:** (List all activities and timelines designed to achieve goal.)

1. **Outdoor Learning:**
   a. Students will be provided the opportunity to take their academic tasks outdoors when it aligns with the learning objectives. For example, for scientific observation, art or for Physical Education (roughly 100 minutes a week of outdoor activity).
   b. When the weather and lesson objectives cooperate, students will also have the opportunity to do learning tasks while outdoors. For example, reading or writing about any topic, but doing it outside when the weather is nice.
   c. Teachers will be continually seeking more ways to incorporate the outdoors while still maintaining academic standards and rigor.
   d. Students will have music class outdoors this year.
   e. Students will have three break times during the day to have free choice outdoor time (recess).
   f. Participate in island wide community efforts to care for the local environment, for example the Great Island Clean Up in September.
2. Expand Student Learning from Diverse Voices:
   a. Students will be provided with the opportunity to learn from a variety of local leaders. For example, students this year will participate in a Garry Oak planting project with Ruthie from San Juan Preservation Trust. They also have already participated in outdoor learning, team building, physical education and nature observation in a two day program with the Canoe Island staff in September and cooperation with the University of Wisconsin Art/Writing professor to create the Shaw Times Newspaper.

   b. Teachers will survey parents for ways they can enhance lessons or bring their expertise into the classroom. Examples include teaching art techniques, describing career pathways, etc.

   c. Teachers will continue to look for outside voices that can provide learning opportunities aligned with this year's learning objectives. We plan to try out virtual meetings with non-local people but this is still in the prototype stage and is dependent on many variables (time zones, willing "guinea pigs", technology, parent consent, etc.). We plan to seek out small rural schools (nationally and/or internationally) to provide partnership opportunities like pen pals, connections and comparisons.

   d. Teachers will seek out field trip opportunities as COVID regulations and family interests allow. We will have to be flexible this year as the regulations are shifting and many of the traditional field trip excursions require more than 1 year advanced planning.

   e. Teachers will augment curriculum with diverse perspectives as much as possible in what students read, write, listen to and discuss. Teachers will connect learning with global perspectives, concerns, issues, patterns and successes so Shaw students can increase their understanding of the world beyond Shaw. For example, the upper grade students read literature in September that highlighted the perspective of people with diverse physical and mental abilities and used the perspectives to lead their discussion and written responses in ELA class. Another example is the upper grade students
discussed how geographic map projections can reflect the perspectives of the map makers and how that differs depending on where the map maker is. (For example, people from Taiwan may prefer the Pacific centered maps instead of Atlantic centered since it places Taiwan in the center of the map instead of the edge).

f. Teachers will work with local volunteers to help out in the classroom with an emphasis on providing scaffolded instruction that meets the needs of individual students. For example, a volunteer works with a Kindergarten reading group.

III. Outcomes by the end of February and May (Outcomes may be for different groups of people: i.e. Student, teacher and families.)

February and May:

Teachers will report different activities and student outcomes from planned actions

Students will be able to discuss different cultural learning experiences from their own and other perspectives.
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<th>2020-21 Budget</th>
<th>YTD 8/31/2021</th>
<th>Amount Remaining</th>
<th>Percent Spent</th>
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<th>Percent Received</th>
<th>Projected Apportionment</th>
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