

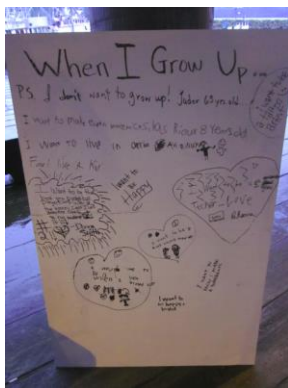


**Baranof: Discipline referrals to office decreased from 148 to 72 (50%)**

**Blatchley Middle School- Defiance and Disrespect**



- What are the main infraction areas related to office referrals?
- What does the historical data tell us?
- How can we support students to make better choices



**Keet Gooshi Heen: Increased use of close reading, text dependent questions, and vocabulary strategies**



**Baranof:** Social Emotional Learning  
**Keet Gooshi Heen:** English Language Arts Standards  
**Blatchley:** Reducing incidents of Defiance and Disrespect  
**SHS:** Professional Associations  
**PHS:** Habits of Work

**Blatchley: Student suspensions decreased from 72 to 39 (46%)**

# SSD TEACHERS ARE PROFESSIONALS

**PROFESSIONAL DEVELOPMENT TO INCREASE THE ART AND SCIENCE OF TEACHING:** Teachers felt inundated with district initiatives last year; however, they were mindful of their schools' Professional Development Action Research project (88%), and proud of the work they accomplished (82%), and are committed to the district's vision (98%).

**SHS: Staff engaged in content-specific exploration and applied insights to their classroom**

**PHS: Explicit teaching of the Habits of Work have lead increase in student attendance (6%)**



## **IMPACT OF PROFESSIONAL DEVELOPMENT:**

### **BARANOF ELEMENTARY: Social Emotional Learning**

Staff focused on active and engaged non-competitive playground activities. Playworks training occurred. Office referrals regarding playground incidents significantly decreased (~50%) and positive engagement during recess increased.

### **KEET GOOSHI HEEN ELEMENTARY: English Language Arts (ELA) Standards**

Staff focused on making the standards teachable by prioritizing, condensing, integrating, and simplifying the standards without losing their essence.

### **BLATCHLEY MIDDLE SCHOOL: Reducing incidents of Defiance and Disrespect**

Staff used a targeted approach, based on the Olweus Bullying Prevention Program, addressing areas of defiance and disrespect. Significant decrease (~50%) of office referrals and student incidents occurred.

### **SITKA HIGH SCHOOL: Professional Associations**

Staff focused on developing content-specific professional connections/resources that were documented on a special website in order to share and build community around the learning.

### **PACIFIC HIGH SCHOOL: Habits of Work**

Staff were explicit in teaching and having students reflect on their Habits of Work. After reviewing mid-year data, discussions led to a need to break down the overall project into smaller steps. A concerted effort to increase attendance resulted in an increase of 6% for the time studied.