

# SKAGIT ACADEMY

PRESENTATION TO THE BOARD OF DIRECTORS

JUNE 3, 2020



# TODAY'S PRESENTATION

JOY WALTON KAWASAKI

- Quick Review of Skagit Academy Programs
- Brief Overview of Alternative Learning Experience (ALE)  
Program Guidelines
- Restorative Justice Professional Development
- Syrian Refugee Cultural Exchange
  
- Planning for the Fall - Shift
  
- Best Practice Example – Choice/Challenge Board

Katrina Johnston, Academy Lead Teacher

Denelle DeVries, ALE Lead Teacher

Lindsey Jones, Equity Lead

Naomi Scholz, Student

Lindsey Jones, Social Studies Teacher

Joy Walton Kawasaki, Principal

Skagit Academy & ALE Programs

Becky Dutton, Music Teacher

# SKAGIT ACADEMY OVERVIEW

KATRINA JOHNSTON

*Program success is based on strong communication and relationships with our families.*



## Programs – Overview

**Learning Center K-8 (M & Th)** – Core ELA, Core Math, & Elective Classes À la carte

**PREP 5 & 6 Grades (M & Th)** – PREP ELA, Social Studies, Science & Math; Electives À la carte

**Academy 7 & 8 (T & F)** – ELA, Social Studies, Science & Math

**Academy 9-12 (T,W, & F)** – High School Diploma and/or Running Start Prep

**Skagit Academy Online 9-12 (New for 2019-20)** – Online with Onsite Elective Options

## New Classes

**AP Classes** – AP Computer Science this year; AP Computer Science Principles in the fall

**Reach (Grades 2-8)** – 1+ years above grade level (self-identified); Team problem-solving, Socratic Seminar, other critical thinking activities

# ALE REPORT

DENELLE DEVRIES

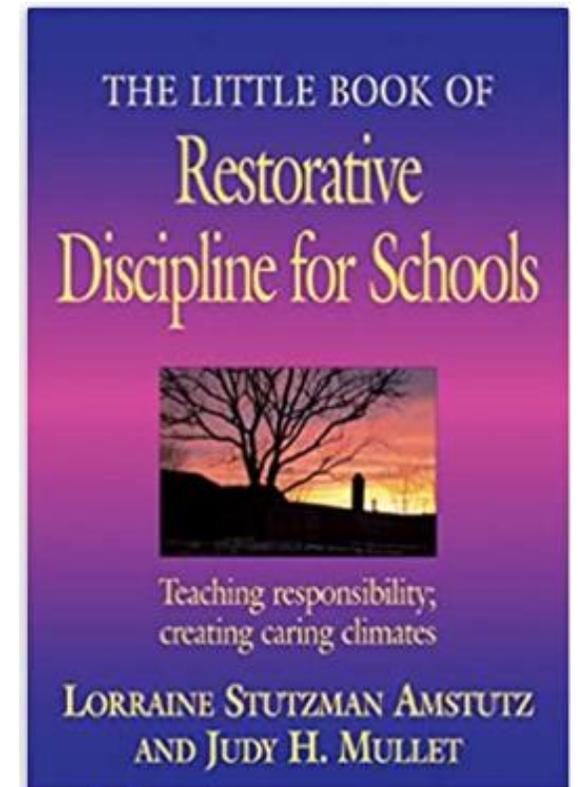
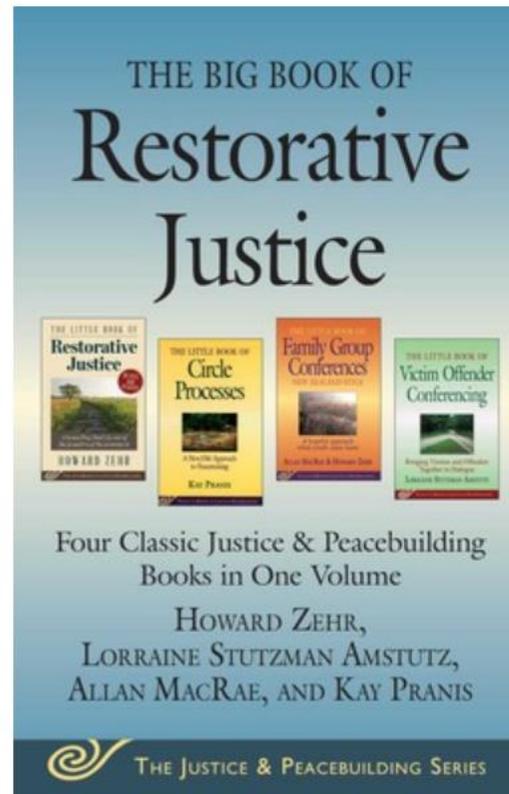
- 2019-20 Enrollment: Headcount = 310 FTE = 270
- 22 Student FTE / 1 Teacher FTE
- Certificated teacher advisor's caseload = 20-25 students.
- Each student has a:
  - ✓ Written Student Learning Plan (WSLP) – Master plan of a student's entire course of study with Skagit Academy that includes the student's onsite classes and remote classes supported by our teachers.
    - Developed in partnership with parents – more heavily K-8
    - Hours on the WSLP determines the FTE claimed for the student
    - WSLP curricula is district approved
    - Overall program review occurs monthly – satisfactory or unsatisfactory progress
    - Intervention plans are developed to support struggling students
  - ✓ Teacher Advisor – Monitors the student's progress in all classes on the WSLP. Typically the advisor is also one of the student's classroom teachers, providing continuity for weekly contact.

# RESTORATIVE JUSTICE PD

LINDSEY JONES

## Teacher Professional Development

- Focus on Restorative Justice
- Use of SRI Protocols to guide the work



# SKAGIT ACADEMY & SYRIAN REFUGEE CULTURAL EXCHANGE



**NAOMI SCHOLZ**  
ACADEMY STUDENT

**LINDSEY JONES**  
SOCIAL STUDIES TEACHER



### Autobiographical Poem

Begin this poem with your first name and end it with your last name.

Line Prompts:

1. Your first name only
2. Two or three attributes which precisely describe you
3. Son/Daughter of \_\_\_\_\_ or brother/sister of \_\_\_\_\_
4. Lover of (list three things, ideas or activities you care about)
5. Who needs (list of two or three things that you need to be happy/healthy)
6. Who gives (two contributions or feelings you share with others)
7. Who fears (list two fears, specific or global, that you have)
8. Who would like to see (people, places or events)
9. Who likes to wear (items of clothing or colors)
10. Resident of (street, town, country, continent, world)
11. Your last name only

Heidi

Chaotic optimist

Daughter of people who believe in me

Lover of loyalty, cookies and art made by well-known artists as well as students

Who needs kind and comforting words, views obtained by hiking and the cacophony of city sounds

Who gives energy to a situation, patience when needed and books to anyone who will take one

Who fears long stretches of quiet, a blank page without a creative idea and running out of coffee

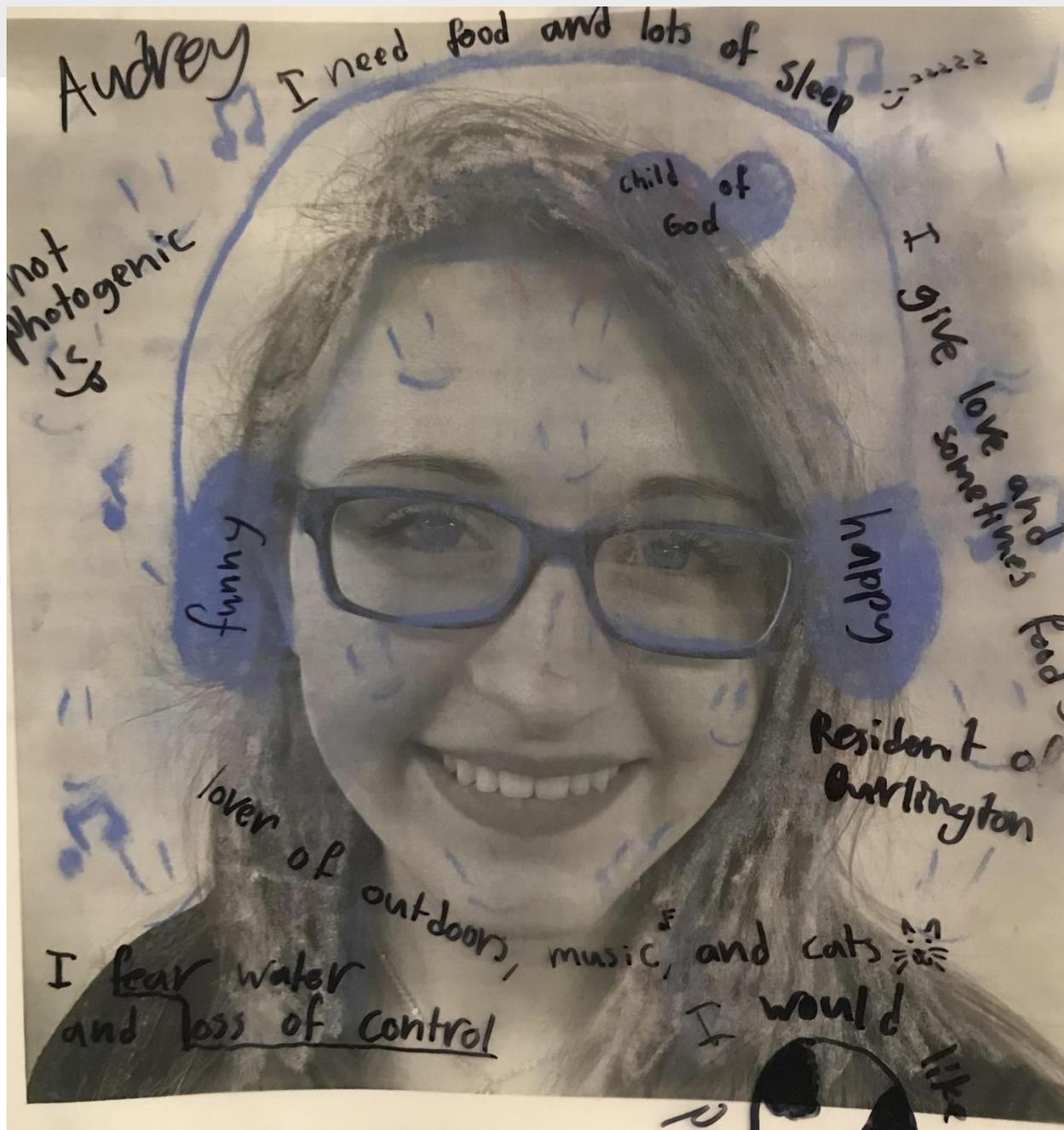
Who would like to see Barcelona, happy lives for my children and a mailbox full of letters

Who likes to wear t-shirts with cool sayings, earrings from my mom and a different skirt every day

Resident of productive turmoil

Herder





Audrey

I need food and lots of sleep

I give love and sometimes food

Resident of Washington

Happy

Funny

Lover of outdoors, music and cats

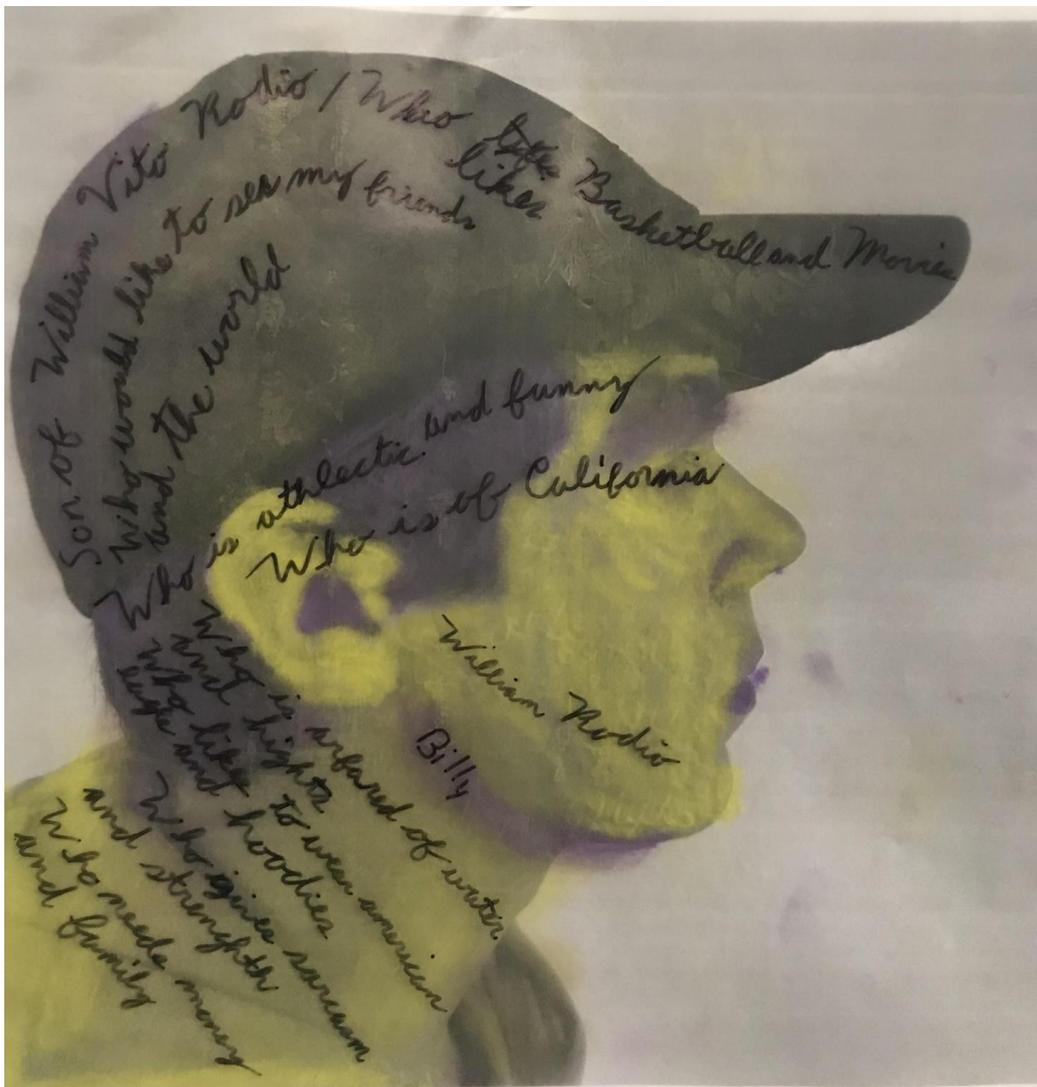
I would like to see the world

I fear water and loss of control

Not photogenic



Job  
Jogging  
My Love  
Wedding Suit  
Knowledge  
Singing  
Football  
Syria

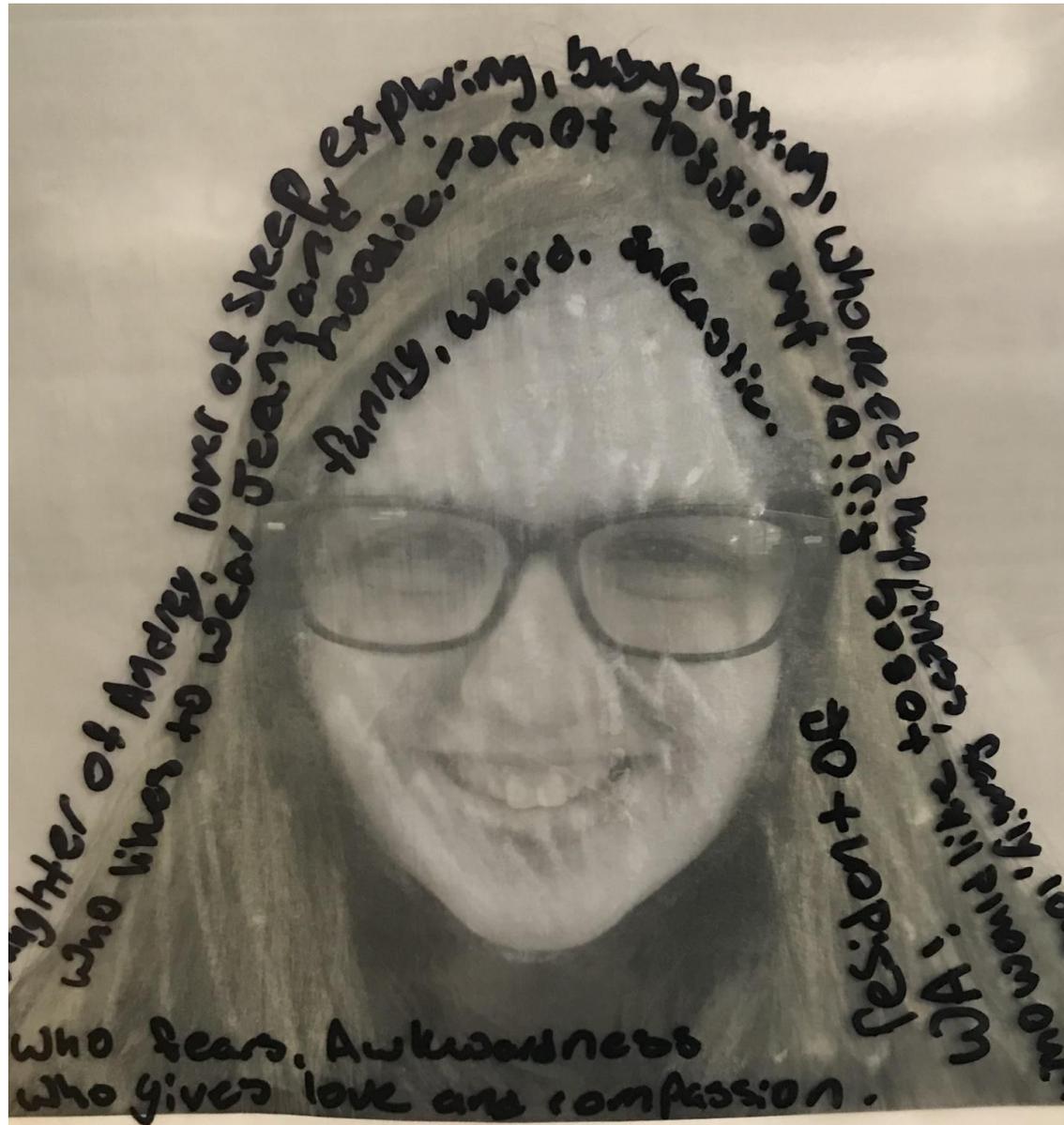


Son of William Vito Rodio / Who likes Basketball and Movies  
Who would like to see my friends  
and the world  
Who is athletic and funny  
Who is of California  
William Rodio  
Billy  
Who is afraid of water and heights  
Who likes to wear American Eagle  
and hoodies  
Who gives sarcasm and strength  
Who needs money and family



MIMO THE PROBLEMATIC

I AM FROM SYRIA, LIVING IN LEBANON  
I BELONG TO NAGLOUT FAMILY  
I WISH PEACE FOR SYRIA AND DREAM OF SEEING  
SOMEONE I AM IN LOVE WITH (UNKNOWN)  
MY NAME IS AMAL. I AM FUNNY AND A TROUBLE  
MAKER.  
I LOVE MY FRIEND FOFO.  
I LOVE MY FRIENDS, MY PHONE, AND FOOTBALL  
I NEED TO SPEND SOME TIME WITH MY FRIENDS  
ON THE BEACH.  
I SHARE PEOPLES' PROBLEMS  
I SHARE FUN WITH MY FRIENDS  
I AM SCARED OF WAR



Lover of sleep, exploring, babysitting  
Who needs happiness, family, love  
Funny, weird, sarcastic  
Resident of Washington  
Who would like to see Fiji or the Eiffel Tower  
Who fears awkwardness  
Who gives love and compassion  
Daughter of Andrey  
Who likes to wear jeans and hoodies.

# FALL SHIFT IN LEARNING CENTER, K-8

JOY WALTON KAWASAKI

## **ALE “School of Choice”– Student hours on the WSLP determine the FTE**

- **Parent Stakeholder Meetings:**
  - Since COVID-19, Core classes became the primary focus for families. Management of all classes too difficult.
  - Elective coursework is not a priority. In a normal year, SA would no longer count these elective hours for FTE if a student is not progressing in a course.
  - Families enroll students for the peer interaction opportunities in face-to-face classes. Not the same experience online. Sustaining student engagement has been a challenge.
  - Heavy reliance on technology for doing all coursework is difficult to manage at home.
- **Issue to be resolved** – Make a better remote elective that provides student choice, flexible pacing, options not dependent on technology, and can be easily implemented at home with minimal parent set-up.
- **Fall schedule for the Learning Center** - highly modified to allow for a quick switch to remote if needed

## FALL SHIFT IN LEARNING CENTER, K-8 *CONTINUED*

- All programs – If social distancing required: ½ the students in a program attend, 1 day/week
- Learning Center (LC) Students remain in one class – teachers rotate through rooms
- Some elective courses starting remote only from the beginning of the year to ease the shift to whole school remote only later
- LC Electives are bundled into integrated, team-taught thematic units on central theme, “Courage to Grow.” Sub-themed sessions every 7-8 weeks
- Bundled electives are structured into Choice/Challenge Boards
- Cons for families – Fewer electives choices when onsite
- Pros for families – Access to multiple Choice/Challenge Boards for a large selection of manageable, self-paced activities if we start or move again to remote instruction.

# Reading Response Choice Board!

Imbedded links for students to access instruction without parent's help.

Some with links to websites, YouTube videos, or SA teacher created videos – others do not require any technology

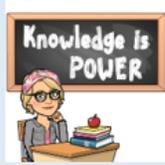
<p><b>Write a letter</b> to your teacher and tell him/her about the novel you read! Make sure you tell him/her the main characters, problem, solution, and if you enjoyed the book! <a href="http://www.readwritethink.org/files/resources/interactives/letter_generator/">http://www.readwritethink.org/files/resources/interactives/letter_generator/</a></p>	<p><b>CHARACTER TRADING CARD</b></p> <p>Choose a character from the novel you read and create a CHARACTER TRADING CARD. <a href="http://www.readwritethink.org/files/resources/interactives/trading_cards/">http://www.readwritethink.org/files/resources/interactives/trading_cards/</a></p>	<p>Make a <b>COLLAGE!</b> Find pictures from magazines or online and create a collage that represents what happened in your story. Try and find pictures to illustrate the characters, problem, solution, setting, &amp; events!</p>	<p><b>Create a die</b> and use each side to share the following:</p> <ol style="list-style-type: none"><li>1. title and author</li><li>2. Setting</li><li>3. Problem</li><li>4. Solution</li><li>5. Characters</li><li>6. Illustration of your favorite part!</li></ol>
<p><b>Acrostic Poem</b></p> <p>Create an acrostic poem about your favorite character. <a href="http://www.readwritethink.org/files/resources/interactives/acrostic/">http://www.readwritethink.org/files/resources/interactives/acrostic/</a></p>	<p><b>Character Descriptions</b></p> <p>Choose 2 characters from your book and create a T-Chart. Write 5 adjectives to describe each character and show the evidence from the text to support the adjectives you've used to describe these characters..</p>	<p>Create a <b>WORDLE</b> online. Type in words that help describe the following:</p> <ol style="list-style-type: none"><li>1. title and author</li><li>2. Setting</li><li>3. Problem</li><li>4. Solution</li><li>5. Characters</li></ol> <p><a href="http://www.wordle.net/create">http://www.wordle.net/create</a></p>	<p><b>Book Report Sandwich</b></p> <p>Make a book report sandwich online and print it out! <a href="http://www.scholastic.com/kids/homework/sandwich.asp">http://www.scholastic.com/kids/homework/sandwich.asp</a></p>
<p><b>Make a bookmark!</b></p> <p>On one side, illustrate the main characters, setting, problem and solution/resolution of your story. If it is non-fiction text, then draw pictures to illustrate 5 new facts you've learned from the text.</p>	<p><b>Complete an online book review</b> of the story you have read. Click on the link below and follow the directions. <a href="http://teacher.scholastic.com/activities/swyar/">http://teacher.scholastic.com/activities/swyar/</a></p>	<p><b>Create a Crossword</b></p> <p>Find at least 10 difficult or interesting words you found in your book. Create a crossword or word find using these words at <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></p>	<p><b>Complete an online book review</b> of the story you have read. Click on the link below and follow the directions. <a href="http://teacher.scholastic.com/activities/swyar/">http://teacher.scholastic.com/activities/swyar/</a></p>

# Music BINGO with FLAT Ms. Becky

Directions: Do 4 music activities that match colors with Flat Ms. Becky this week and check them off on your bingo board to win a BINGO! In the Google Classroom Comment section put your answers to "share with Ms. Becky" topics AND the numbers of the BINGO boxes you accomplished to win your Music BINGO and your prize! Happy music fun!



Becky Dutton

<p>#1. In Google Classroom follow the link to listen to The Moldau by composer Smetana and create a picture while you listen to the piece of music. Share a photo of your picture with Ms. Becky.</p> 	<p>#2. Go on a walk and listen to the sounds around you. Make a list of what you hear? Share that list with Ms. Becky in Google Classroom Comments.</p> 	<p>#3. In Google Classroom follow the link to listen to the piece of music. What instruments can you identify just by listening? Share your answer with Ms. Becky in Google Classroom Comments.</p> 	<p>#4. In Google Classroom follow the link to listen to this great song. As you listen, DANCE, DANCE, DANCE!</p> 
<p>#5. In Google Classroom follow the link to listen to discover what happens when one little girl starts a magical musical moment! Share with Ms. Becky in the comments the name of the song you hear.</p> 	<p>#6. In Google Classroom follow the link to learn this new dance! Practice it a few times so you feel confident. Share with Ms. Becky what new dance moves you learned!</p> 	<p>#7. In Google Classroom follow the link to listen and learn a little bit about the history of the banjo. In Google Classroom Comments, share one learned fact with Ms. Becky.</p> 	<p>#8. In Google Classroom follow the link to learn the words to the song, "Better When I'm Dancing".</p> 

<p>about your music class from this past year. Share some of your favorite memories from class!</p> 	<p>#11. In Google Classroom follow the link to learn how to make your own banjo using supplies around your house.</p> 	<p>#12. Once you feel comfortable with the words and the tune to "Better When I'm Dancing" click on the link in Google Classroom to try singing a solo (or duet) of the song with this Karaoke track. Have Fun!</p> 
<p>#14. Write Ms. Becky a letter to share your memories from this past year. See BINGO BOX 10 in the event description for her address.</p> 	<p>#15. In Google Classroom follow the link to this banjo music. With your homemade banjo, play "air banjo" to the music. Have fun pretending to be a great banjo performer! In Google Classroom Comment, let Ms. Becky know how it goes!</p> 	<p>#16. Give a concert of "Better When I'm Dancing" to a sibling, a parent, a friend, an audience of stuffed animals or another human! Use the recording with singing, or the karaoke recording. In Google Classroom Comment, let Ms. Becky know who you performed for and how it went.</p> 

