East Middle School
2018-19 School Improvement Plan

School Readiness (WBWF)	**Grade 3 Reading (WBWF)**	**Close Achievement Gap (WBWF)**	**College/Career Readiness (WBWF)**	**Graduation Rate (WBWF & ESSA)**
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☐	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☐	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Centrury*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	**English Language Proficiency (ESSA)**	**Academic Progress/Grow**	**Consistent Attendance (ESSA)**	**Other Focus Areas**
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☐	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☐	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☑	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☐ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

This is why... our needs assessment showed... There is a direct link between student attendance and academic achievement. This can be evidenced at East by matching subgroup test scores to attendance records. There are many reasons why students miss school, and we need to work with students and families to mitigate absences when possible by providing the appropriate support. We know that when students and families feel supported and safe they are more willing to participate in the school.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Subgroups with consistent attendance below 90% will increase attendance from the 17-18 school year by 10 percentage points each during the 18-19 school year. Black students goal = 95.25%; Hispanic students goal = 90.6%; Two or More Races students goal = 92.25%

Current Reality (baseline): Attendance of Black students at Pearson 6th Grade Center was at 91.4%; at East Junior High, it was 79.1% (average=85.25%). Attendance of Hispanic students at Pearson was at 87.9%; at East, it was 73.3% (average=80.6%). Attendance of Two or More Races students at Pearson was at 90.7%; at East, it was 73.8% (average=82.25%).

What interim or formative measures can track progress?

Quarter 1 (item - measure)

Quarter 2

Quarter 3

Quarter 4

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

Action Planning Form

Quarter 1
- ☐ item 1 1x/month pull attendance report
- ☐ item 2 Team: each student has a relationship with an adult Outreach to get parents of students with attendance concerns to conferences.
- ☐ item 3 Teams will create attendance plans for students who have the top 5% of absences.

Quarter 2
- ☐ item 1 1x/month pull attendance report
- ☐ item 2 Team: each student has a relationship with an adult; "item 2 Team: each student has a relationship with an adult; Outreach to get parents of students with attendance concerns to conferences.
- ☐ item 3 Teams will follow up with students and families that are in the top 5% of absences.

Quarter 3
- ☐ item 1 1x/month pull attendance report
- ☐ item 2 Team: each student has a relationship with an adult; Outreach to get parents of students with attendance concerns to conferences.
- ☐ item 3 Teams will follow up with students and families that are in the top 5% of absences.

Quarter 4
- ☐ item 1 1x/month pull attendance report
- ☐ item 2 Team: each student has a relationship with an adult
- ☐
- ☐ item 3 Teams will follow up with students and families that are in the top 5% of absences.

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This is why... our needs assessment showed... East and Pearson have had long histories of student success on the MCA math test. East's scores have declined by 10% of students meeting standard and we have seen an increase in students at level 1 (Does Not Meet) which is the lowest level. We are noticing the subgroups perform in a way that matches attendance and we are also noticing that teachers using self pacing and a workshop model are seeing higher levels of success. This can be tracked by comparing the achievement of students with similar math levels and how they perform when compared to peers in a different teaching environment.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): MCA Math scores at East Middle School will be 9% above the state in 2018-2019.

Current Reality (baseline): Pearson 6th Grade students were 12.4% above the state in 17-18. East Junior High seventh-graders were 0.3% below the state in 17-18; eighth-graders were 0.8% above the state in 17-18.

What interim or formative measures can track progress?

Quarter 1 (item - measure)

Classroom assessments, FAST testing

Quarter 2

Classroom assessments, FAST testing

Quarter 3

Classroom assessments, FAST testing

Quarter 4

Classroom Assessments, FAST testing

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

<u>Action Planning Form</u>

Quarter 1

☐ item 1 Teams use formative assessment

☐ item 2 Teams and teachers work with our IC and DLC to define and develop a workshop model that will support student needs. Teachers will implement engagement strategies in the classroom.

☐ item 3 Develop a standards based Intervention class/advisory to practice problem solving

Quarter 2

☐ item 1 Teams use formative assessment

☐ item 2 Teams deepen their implementation of the workshop model/self pacing and use data to analyze implementation. Continued use of engagement strategies.

☐ item 3 Intervention class/advisory to practice problem solving

Quarter 3

☐ item 1 Teams use formative assessment

☐ item 2 Teams refine their implementation of the workshop model/self pacing and use data to analyze implementation. Continued use of engagement strategies.

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Quarter 4

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> This is why... our needs assessment showed...

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): MCA Reading scores at East Middle School will be 10% above the state in 18-19.

Current Reality (baseline): Pearson 6th Grade students were 9.9% above the state in 17-18. East Junior High seventh-graders were 6.6% above the state in 17-18; eighth-graders were 5.1% above the state in 17-18.

What interim or formative measures can track progress?

Quarter 1 (item - measure) Classroom assessments, FAST testing

Quarter 2 Classroom assessments, FAST testing

Quarter 3 Classroom assessments, FAST testing

Quarter 4 Classroom assessments, FAST testing

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☐ item 3 Develop a standards based Intervention class/advisory to practice problem solving

Quarter 2

☐ item 1 Teams use formative assessment

☐ item 2 Teams refine their implementation of the workshop model/self pacing and use data to analyze implementation. Continue use of active engagement strategies

☐ item 3 Develop a standards based Intervention class/advisory to practice problem solving

Quarter 3

☐ item 1 Teams use formative assessment

☐ item 2 Teams refine their implementation of the workshop model/self pacing and use data to analyze implementation. Continue use of active engagement strategies

☐ item 3 Develop a standards based Intervention class/advisory to practice problem solving

Quarter 4

☐ item 1 Teams use formative assessment

☐ item 2 Teams refine their implementation of the workshop model/selfpacing and use data to analyze implementation. Continue use of active engagement strategies

☐ item 3 Develop a standards beased Intervention class/advisory to practice problem solving

Communication Plan

1)	How will the plan be shared with the entire staff? Initially, and throughout the year?	Plan will be shared during back to school week. The plan and its goals will be discussed at weekly team meetings, monthly site meetings, and monthly staff meetings.
2)	How will the plan be focused on throughout the year to keep it a priority, ensure staff is knowledgable about it, and ensure needed adjustments are made throughout the year?	
3)	Plan for check-in with District Administration... to provide plan updates and gain needed support/resources.	Happy to talk anytime.
4)	What would GREAT implementation of this plan look like... "begin with the end in mind"	Proactive steps will be taken with students and families to increase student attendance. This includes regluar check-ins at team meetings and adminstrative support. Teams will spend time working with state standards and matching them to classroom outcomes and expectations, and build in scaffolding to prepare students for MCA success.
5)	Celebrations from last year... how did it go? what goals did you meet? What worked?... positives!	MCA reading scores continued to be strong. Math declined but continued to be above the state.
6)	How does the plan impact the building? The PLC teams? The individual teacher?	The plan impacts the entire building in the area of culture. School cultures is one of the leading factors in student attendance. We will be monitoring attendance in team meetings and developing plans for students whose attendance is lagging. This will include involving parents early in a proactive way. We will continue to focus on best practice/district initiatives to imporve classroom instruction and better meet the needs of individual students.

August 2018	Plan shared with all staff. PGP goals are set based on the site plan and action steps we are taking.	
September	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
October	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
November	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
December	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
January 2019	Site Team/Staff Meeting/Team Meetings/PLC Meetings	Staff Meeting devoted to checking in on PGP growth
February	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
March	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
April	Site Team/Staff Meeting/Team Meetings/PLC Meetings	
May	Admin Reviews PGPs with All Staff/ Site Team/ Staff Meetings/Team Meetings. PLC Meetings	
Summer		

Action Plan 2018-19

School: East Middle School

SMART Goal: Subgroups below 90% attendance will increase attendance of 16-17 by 10%.

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Pull attendance reports.		monthly		
Through the team structure, each student will have a positive connection with an adult in the school.		ongoing	teams/teachers	
Create attendance plans for those in the top 5% of absences.			teams/teachers	