

East Middle School 2019-20 School Improvement Plan

Goal:	<i>Reduce failing grades in quarter classes by 25% from 35% to 25%.</i>		
What is our Current Reality?	What will this look like when we are done? Vision of Completion		
<i>Currently 35% of East students fail 1 or more quarter class. This year we will lower the failure rate of EMS students from 35% to 25% or less as measured by term grades.</i>	Students will perform at a higher level academically which will support an even more positive school environment. Students that are successful in their classes are more likely to have a positive attitude and outlook on school.		
How are we going to measure our progress on this goal? (Measures of Progress)			
<i>Final measure is based on the number of students failing a quarter class. There will be interim reporting at weekly team meetings and monthly staff meetings as well as check ins at site team meetings.</i>			
How are we going to get this done? (Action Steps)			
School Year	Action Steps	Who?	When?
2019-2020	Weekly team meetings reviewing grades and building plans for individual students. Saber Squad after school support club. Homework Help is offered after school twice per week for students to get additional support.	All licensed staff, I-Team	Ongoing
	Implementation of a Second Step social emotional curriculum to build a school culture that promotes high expectations and achievement for all and builds a more equitable East	All staff	Ongoing
	Implementation of Assessment for Learning strategies so that learning targets are clear and students are being formatively assessed on a regular basis. Year one focus is strategies 1 and 4	All Licensed Staff	Ongoing
2020-2021	Weekly team meetings reviewing grades and building plans for individual students. Saber Squad after school support club, addresses academic and the social emotional component of the student. Homework Help is offered after school twice per week for students to get additional support.	All licensed staff, I-Team	Ongoing
	Refinement of Second Step social emotional curriculum to build a school culture that promotes high expectations and achievement for all and builds a more equitable East.	All Staff	Ongoing
	Refinement of Assessment for Learning strategies so that learning targets are clear and students are being formatively assessed on a regular basis. Year two focus will be determined by staff in the fall.	All Licensed Staff	Ongoing
2021-2022	Weekly team meetings reviewing grades and building plans for individual students. I-Team meets regularly to address academic and social emotional concerns brought forth from Grade Level or Team specific meetings. Targeted interventions are shared with staff to help support the learning of the student.	All licensed staff, I-Team	Ongoing
	Refinement of Second Step social emotional curriculum to build a school culture that promotes high expectations and achievement for all and builds a more equitable East.	All Licensed Staff	Ongoing
	Refinement of Assessment for Learning strategies so that learning targets are clear and students are being formatively assessed on a regular basis. Year two focus will be determined by staff in the fa	All Licensed Staff	Ongoing

Goal:	90% of East Middle School students will be in attendance 90% of the time.		
What is our Current Reality?	What will this look like when we are done? Vision of Completion		
Students come to school from diverse backgrounds and social experiences. This leads to various needs such as gaps in communication and social skills. The lack of skills may cause both academic and social challenges that detract from the school experience and may lead to higher absence rates.	Teachers will work with a common curriculum to build skills in students that will support a positive learning environment and build student study/organizational skills. This work will be based on student strengths that includes our diversity. This will lead to a narrowing of achievement gaps represented by student attendance, passing classes and increased MCA scores.		
How are we going to measure our progress on this goal? (Measures of Progress)			
Increase in students attendance.			
Higher passing rates in grades 6-8 in classes.			
Raising MCA scores for all students while narrowing the achievement gap.			
How are we going to get this done? (Action Steps)			
School Year	Action Steps	Who?	When?
2019-2020	- Implement the Second Step social emotional curriculum. - Each week in advisory class, students will partake in a lesson from the Second Step curriculum and continue to build relationships with their advisory and team. - Common language from Second Step will be utilized throughout the building to build consistency and use. - Families will receive monthly communication to keep them informed and provide talking points with their children on what they've learned in Second Step.	All staff	Ongoing
	Weekly team meetings that focus on student attendance and follow up with students who are showing negative trends in their attendance.	Licensed staff	Ongoing
	Monthly all staff reporting of attendance at our culture and climate committee, site team and staff meetings.	Licensed staff	Ongoing
2020-2021	Continue to refine and implement the Second Step social emotional curriculum	Licensed staff	Ongoing
	Weekly team meetings that focus on student attendance and follow up with students who are showing negative trends in their attendance.	Licensed staff	Ongoing
	Monthly all staff reporting of attendance at our culture committee, site team and staff meetings.	Licensed staff	Ongoing
2021-2022	Continue to refine and implement the Second Step social emotional curriculum	Licensed staff	Ongoing
	Weekly team meetings that focus on student attendance and follow up with students who are showing negative trends in their attendance.	Licensed staff	Ongoing
	Monthly all staff reporting of attendance at our culture committee, site team and staff meetings.	Licensed staff	Ongoing

School Readiness (WBWF) All students meet locally determined school readiness goals. <input type="checkbox"/> <i>Whole Student Development</i>	Grade 3 Reading (WBWF) Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. <input type="checkbox"/> <i>Quality Instruction</i>	Close Achievement Gap (WBWF) Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, <u>OR</u> set a locally determined measure & goal. <input type="checkbox"/> <i>Quality Instruction, Equity</i>	College/Career Readiness (WBWF) Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, <u>OR</u> set a locally determined measure & goal. <input type="checkbox"/> <i>Whole Student, 21st Century</i>	Graduation Rate (WBWF & ESSA) 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%. <input type="checkbox"/> <i>Personalized, Engagement, Excellence</i>
Math & Reading Achievement (ESSA) MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). <input type="checkbox"/> <i>Quality Instruction</i>	English Language Proficiency (ESSA) Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 <input type="checkbox"/> <i>Equity</i>	Academic Progress/Growth (ESSA) Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A transition matrix is used to calculate results. <input type="checkbox"/> <i>Quality Instruction</i>	Consistent Attendance (ESSA) Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. <input checked="" type="checkbox"/> <i>Personalized Learning</i>	Other Focus Areas School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other <input checked="" type="checkbox"/> <i>All 6 Pillars</i>

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.

Student attendance rates are one of the best predictors of high school graduation. With a focus on Social Emotional Learning, relationships and equity we believe we can build on last years positive attendance rate of over 90%. Having students in school and in class will lead to a reduction in students failing classes.