

Continuous Improvement Process Plan

Evergreen Middle School

6900 208th Avenue NE
Redmond, WA 98053

425-936-2320

<http://www.lwsd.org/school/ems>

2016 -
2017



Principal Robert Johnson
Associate Principal Stuart Prince
Associate Principal Katy Rudolph
Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Evergreen Middle School is committed to developing the whole child through our focus on academics, athletics, activities and the arts. Our staff strive to create a safe, caring learning environment concentrated on the needs of all learners. Students feel safe when they come to our school and they feel empowered to challenge themselves in their learning. We are committed to doing whatever it takes for our students to achieve academic success.

In addition to our focus on academics, we place an emphasis on involvement in the arts, athletics, and after-school clubs and activities. These opportunities create different connecting points for students in terms of social, emotional, and behavioral maturation and provide a foundation for their academic success.

We are proud we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we received a School of Distinction Award as well as a Washington Achievement Award in 2014. This is a testament to the hard work of both our students and staff. Our teachers focused on critical thinking and comprehension skills as it relates to informational text last year. This work included directly teaching pre-reading skills, using context clues to decipher informational text, Cornell notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to organization through Agenda Checks. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies. We have also added AVID as a school-wide strategy to improve organization, reading, writing, inquiry, and collaboration.

Mathematic instruction was improved through teacher collaboration in designing common assessments, using the IXL program and other online resources to support all students. This year, we will continue to use IXL for Algebra and Geometry students as well as ALEKS for other math instruction, enrichment, and remediation. Teachers across the curriculum engaged students in various activities that reemphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes focused on supporting struggling learners in these areas. Many breakthroughs with individual students occurred that are not always captured in the Smarter Balanced Assessment data. Eagle Opportunities were provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging. In addition, we focus on building Eagle Pride by being positive, respectful, having integrity, being determined, and having empathy.

Our professional development continues to focus on the Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter Balanced Assessment, using Powerschool and Skyward to enhance our Standards-Based Grading and Reporting, and using LEAP time to grow in our learning. Additional time has been provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards and assessments with their instructional peers.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	73.6%	85.0%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.5%	93.0%

<http://reportcard.ospi.k12.wa.us/>

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	89.5%	89.5%					
	% of 6 th graders meeting or exceeding state standards in Math	86.9%	84.0%					
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	89.1%	89.5%					
	% of 7 th graders meeting or exceeding state standards in Math	82.6%	86.7%					
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	74.3%	84.6%					
	% of 8 th graders meeting or exceeding state standards in Math	75.7%	88.0%					
	% of 8 th graders meeting or exceeding state standards in Science	85.8%	90.9%					

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CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	<p>6th ELA goal was to have 92% of their meet or exceed standard.</p> <p>7th ELA goal was to have 92% of their students meet or exceed standard.</p> <p>8th ELA goal was to have 85% of their students meet or exceed standard.</p>	<p>6-8 ELA: 88.12% of students met or exceeded standard.</p> <p>In 6th ELA, 89.5% of their students met or exceeded standard.</p> <p>In 7th ELA, 89.5% of their students met or exceeded standard</p> <p>In 8th ELA, 84.6% of their students met or exceeded standard</p>
Math: 6-8 Math	<p>Increase students meeting or exceeding standards on the math SBA as follows:</p> <p>6th grade: increase from 86.9% to 88.9%</p> <p>7th grade: increase from 82.6% to 84.6%</p> <p>8th grade: increase from 75.7% to 77.7%</p>	<p>6-8 Math: 86.04% of students met or exceeded standard.</p> <p>6th grade: 84% meeting or exceeding standard</p> <p>7th grade: 86.7% meeting or exceeding standard</p> <p>8th grade: 88% meeting or exceeding standard</p>
Science: 8 Science	<p>Increase number of students passing the science MSP to 90% of 8th grade students meeting or exceeding standard.</p>	<p>This GOAL was MET – Students passing the science MSP- 8th grade students meeting or exceeding standard-90.9%</p>
Achievement Gap	<p>By June 2016, the SPED students will increase proficiency from 40% to 50% in ELA and from 56.7% to 66% in Math.</p>	<p>50% of 6th grade students with IEPs passed in ELA.</p> <p>52% of 7th grade students with IEPs passed in ELA.</p> <p>42% of 8th grade students with IEPs passed in ELA.</p> <p>35% of 6th grade students with IEPs passed in Math.</p> <p>48% of 7th grade students with IEPs passed in Math.</p> <p>38% of 8th grade students with IEPs passed in Math.</p>

College and Career Readiness	Increase the number of students in at least one high school credit courses (Algebra, Geometry, French and Spanish) from 336 students (38%) to approximately 410 students (40%-Numbers depend on enrollment).	EMS has a total of 449 students taking one or more high school level classes. The number of students and which classes students are enrolled in include: Language and Geometry: 81 Language and Algebra: 42 Language only: 13 Geometry: 39 Algebra: 274
School Effectiveness:	<p>Increase agreement with statement that “Many parents and adults from the community come and help at school” from 72.97% to 83%</p> <p>Increase agreement with the statement “Students respect those who are different from them” from 91.2% to 100%</p>	<p>63.79% of participants selected strongly agree or somewhat agree to the statement, “Many parents and adults from the community come and help at school.”</p> <p>80.7% of participants selected somewhat agree or strongly agree to the statement, “Students respect those who are different from them.”</p>
Attendance and Discipline:	<p>Attendance: Increase our overall attendance percentage from 95.17% (2014-2015) to 95.5% (2015-2016) by focusing on attendance and tardies in first period. Improvement will be made by incorporating a positive reinforcement system.</p> <p>Discipline: Decrease the amount of suspensions specifically around disruptive conduct, from 21 to 15 by identifying the top five students who present disruptive behavior and implement positive supports for identified students as well as other students who demonstrate similar behavior.</p>	<p>After reminding staff about the tardy policy, we focused on students who had large amounts of tardies using positive reinforcements. We found the positive reinforcements worked with students who were already at school, thus decreasing the amount of tardies. We also found that students who are at home due to parent transportation did not show decreased tardies.</p> <p>31 suspensions were recorded for the 2015/2016 school year.</p>

Narrative Reflection:

Narrative Reflection	
Process:	1. There were multiple scheduled activities to support implementation of the CIP plan including: Department meetings, AVID activities, Homeroom, Release Days, Research instruction, and Job-alike meetings.

	<p>2. The process used to analyze school and team level data included analyzing formative and summative assessments, and PGE data. Specifically, teachers compared and contrasted baseline data with summative assessments to determine student growth.</p> <p>3. School goals were determined on a collaborative basis with department and job alike teams. ELA teachers looked at grading baseline assessments, SMART goals, The Four Essential PLC Questions, and SBA Data.</p> <p>4. The process used to monitor progress throughout the year included the following: Common Assessments; Pre-assessments and post-assessments; Grade level team meetings, and PGE teams.</p> <p>5. The challenges the school and LA/SS teams faced in implementing the CIP was scheduling time to meet. Many of the ELA teachers do not have common planning time which impeded their ability to develop and analyze common assessments during school and district time.</p>
<p>Literacy: 6-8 ELA</p>	<p>1. Achievement scores at EMS indicate that 6th grade is creating a consistent platform for 7th and 8th grades. Furthermore, 7th grade showed consistent performance while 8th grade showed significant growth.</p> <p>2. EMS has a shifting population in many sub populations. Regardless of this, our scores are reflective of consistent teaching strategies that are providing continued high performance. As our population continues to shift in size and complexity, we may consider disaggregating the data for analysis.</p> <p>3. Overall, there are many reasons to celebrate ELA successes with regard to achievement scores. EMS's school performance in ELA is higher than the District's. Our scores are improving even with continued student population growth and changing demographics.</p> <p>4. Based on the results from the spring 2016 SBA, Level 2 students will be targeted for improvement. Additionally, students who receive ELL, IEP, and 504 services will continue to receive differentiated instruction to meet standard.</p>
<p>Math: 6-8 Math</p>	<p>Scheduled activities that support the implementation of the CIP are team planning meetings, HoWL, homeroom time for individual student help, and Wednesday After School Tutoring. We use formative and summative assessments throughout the year for information about how each student is progressing toward meeting the standards. Some challenges we encounter are the very diverse levels of students in 6th grade classes and competition from club meetings and other activities for Homeroom time. Numerous meetings make it difficult to meet with students before and after school. Our overall achievement in math is quite good. Our students' SBA scores surpass the district averages. This is all worth celebrating. The main surprise was the drop in the number of 6th grade students at or above standard. This will be a focus for the 6th grade math team.</p>
<p>Science: 8 Science</p>	<p>In the future teachers would like to compare the 5th grade MSP data to 8th grade MSP data to track actual student growth with the same set of students. We are aware that the rigor of the MSP 5th grade may be less</p>

	<p>from years past. The data increase from 2014-15 (85.8%) to 2015-16 (90.9%) indicating that the support strategies and focus on Systems put in place did increase student achievement. However, although the overall composite scores for students increased, when reflecting on the strand data for “applications” our students were lowest in that category.</p>
<p>Achievement Gap</p>	<p>Achievement Gap:</p> <ul style="list-style-type: none"> • The students with IEPs disproportionately did not meet standard on the SBA compared to their non-disabled peers in both ELA and Math. • Students who qualify for IEPs for organization and social only have higher achievement scores compared to students with a specific learning disability or who qualify in academic areas. • The sub-groups that require intentional focus to start reducing the achievement gap are students with disabilities who qualify for special education services in academic areas. • 50% of 6th and 52% of 7th grade students on IEPs passed the ELA portion of the SBA which met or exceeded the CIP goal set in 2015-2016 school year. In addition, we celebrate all students with disabilities who improved their SBA scores and/or meet IEP goals. • Students with IEPs who did not meet standard on the SBA will require further attention and focus.
<p>College and Career Readiness</p>	<p>The counseling department is meeting the Career Crusing goal by presenting information about Career Crusing to each 8th grade class and walking them through the process. During the presentation, students complete their Career Crusing Interest Inventory. The Counseling Department connects all college bound eligible students to resources that will help with their academic, and social/emotional success, including registration with the College Bound Scholarship, Operation School Bell and Pantry Packs as needed, and connection with free Youth Eastside Services (YES) mental health and/or drug and alcohol one-on-one services.</p>
<p>School Effectiveness:</p>	<p>We continue to help students by building a positive, inclusive climate and giving students multiple opportunities to be successful through Homeroom, clubs, leadership, AVID, HOWL, Safety Net, ELL, athletics, Where Everybody Belongs (WEB), and other activities. We deliver a student needs assessment and last Fall’s results indicated that 82% of students polled felt that other students were frequently or always friendly at school. 79% felt respected and cared about by other students. 86% of students felt respected and cared for by staff; and 56% of students looked forward to coming to school frequently or always</p>
<p>Attendance and Discipline:</p>	<p>Attendance: Evergreen Middle decided to focus on tardies in first period as that is determined to be a predictor and to have the most impact on the overall attendance percentage. By implementing a positive reinforcement goal and reviewing our tardy policies with staff, we hope to improve our attendance percentage.</p>

Discipline: Evergreen Middle decided to focus on disruptive conduct because it has presented as the most frequently occurring discipline offense resulting in suspensions. By identifying our most at-risk students, we will determine what supports need to be put in place to help our students be more successful during the school day.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

	SMART Goals
Literacy: 6-8 ELA	90% meet or exceed standard on the SBA
Math: 6-8 Math	88% meet or exceed standard on the SBA.
Science: 8 Science	92% meet or exceed standard on the MSP
Achievement Gap	By June 2017, the number of students with IEPs meeting proficiency on the SBA will increase by 5%: from 50% to 55% of 6 th grade students with IEPs passing in ELA from 52% to 57% of 7 th grade students with IEPs passing in ELA. from 42% to 47% of 8 th grade students with IEPs passing in ELA. From 35% to 40% of 6 th grade students with IEPs passing in Math. From 48% to 53% of 7 th grade students with IEPs passing in Math. From 38% to 43% of 8 th grade students with IEPs passing in Math.
College and Career Readiness	The Counseling Department will have 95% of the 8 th grade class registered with Career Cruising: Completion of the Interest Inventory, and the selection and saving three careers of interest each by June 2017.
School Effectiveness:	Increase from 81.8% to 90% of staff that agree or strongly agree that “Schoolwork is meaningful to students.” Increase from 93.2% to 100% of staff that agree or strongly agree that “Teachers show that they care about their students.”
Attendance:	By June of 2017, we will reduce the percentage of unexcused absences from 13% to 10%.
Discipline:	By June of 2017, we will reduce the number of students with suspensions from 31 suspensions to 25 suspensions.

Annual School Goals: Academic

LA/SS: 1.The EMS LA/SS teachers reviewed last year’s SBA scores as well as used several baseline tests to determine the annual school goals. 2. Grades 6-8 considered several factors when determining their annual goals for 2016-2017. Each grade level

assessed SBA data from the spring of 2016, baseline data from the fall, and school dynamics to conclude that 90% of their students should be able to meet or exceed standard this year. In general, each grade level has a wide range of students with proficiency challenges, including students at Level 2, students receiving ELL and Special Education services, and 504 students receiving accommodations. Grades 6 and 7 propose a .5% increase over 2015-2016. The 8th grade set a goal of 90% passing because the previous 6th and 7th grade students achieved 89.5% passing. 3. The ELA/SS teams meet regularly (at least weekly) to plan challenging yet attainable lessons and assessments for their grade content. They focus on creating enrichment /extension in daily assignments as well as projects. The team also works with Special Education, ELL and AVID teams to ensure that students who struggle in their classes are receiving aligned support while outside our classrooms. 4. The ELA/SS teams work closely with Special Education, 504 Coordinators, ELL, AVID, Safety Net, other staff members, and refer students to Wednesday Academic Tutoring to make sure students who need interventions are getting the help they need. Administration and teachers also attend the monthly Students of Concern meetings to discuss students that may need some other types of interventions and figure out ways to address the specific situation through parent contact, guidance team and other interventions. 5. Individually and as a team, grades 6-8 develop and deliver formative and summative assessments, observe student work during class, and review standards using the PLC model for reflection and refinement. School wide training on SBA and AVID strategies like Agenda Checks and Cornell Notes help with organization and study skills.

Math: To ensure that all students are receiving challenging and rigorous instruction, teachers are creating tiered assignments. The tier 1 assignments focus on the need-to-know topics. The tier 2 assignments are for the majority of the students. Tier 3 assignments provide extension for students who are proficient on the regular assignment. The 6th grade teachers have a schedule that will allow for some grouping. There are two teachers who have 6th grade each period of the day. We will take some days and split the students into groups who need more work on a topic, and those who are ready for extension. Teachers who teach Math 6, Math 7 or Math 8 will be using the ALEKS site which tailors the problems it gives students to their needs. We will monitor student progress using formative and summative assessments.

Annual School Goals: Achievement Gap

- The process used to determine the annual school goals for the students within the achievement gap was reviewing current SBA data, identifying percentages in each subcategory, and determining an appropriate level of growth.
- These subgroups were selected because they represent a minority population which underachieves in comparison to the majority population.
- Evergreen Middle School ensures that students receive necessary interventions by holding weekly Student of Concern meetings, Student Intervention Team meetings, and frequent guidance team meetings. At these meetings, student achievement levels are evaluated and discussed and appropriate interventions are implemented. Additional interventions that are implemented at Evergreen include AVID elective class, Math and English Prep classes, Wednesday After School Tutoring, Homeroom and Homework Lunch (Howl).
- The data collected to monitor progress includes SOC logs, SIT team meeting notes, Guidance Team notes, attendance records, gradebook data, baseline assessments,

summative assessments, formative assessments, parent contact logs, Howl attendance, and weekly AVID agenda checks.

Annual School Goals: College and Career Readiness

Based on the high school and beyond plan, the counseling department decided it was best to engage all students during a presentation. If students are absent during the presentation or if students do not complete the inventory, counselors will call students in individually to ensure the task gets completed. The counseling department will check student progress until they can ensure all students have completed the inventory.

Annual School Goals: School Effectiveness

Perception: Meaningful work in class

81.8% of participants selected agree or strongly agree that schoolwork done in classes is meaningful to EMS students based on the 2015-16 Nine Characteristic Survey. Increase to 90% of members of the staff that choose agree or strongly agree that “Schoolwork is meaningful to students” when taking the 2016-17 Nine Characteristic Survey.

Perception: Caring for All Students

93.2% of participants selected agree or strongly agree that teachers show they care about all of their students, based on the 2015-16 Nine Characteristic Survey. Increase to 100% of staff that agree or strongly agree that “Teachers show that they care about their students.”

Annual School Goals: Attendance

EMS decided to focus on the number of unexcused absences per student with hopes of lowering the percentage. We are hoping the new unexcused letter process will help us educate parents and increase our attendance overall. Our goal is to not have any student with more than 15 absences.

Annual School Goals: Discipline

Evergreen Middle decided to focus on the number of suspensions we have each year. By identifying students who have repeat discipline infractions resulting in suspensions, our goal is to help improve their performance at school and determine what is causing the behavior to occur. Our goal is to reduce the number of suspensions from 30 to 23.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

LA/SS

Goal Area	Language Arts/Social Studies
<i>Strategy to support goals</i>	Meet collaboratively, use baseline assessments to see the strengths and weaknesses of students, SBA practice, formative assessments and research various strategies to help our students, AVID strategies.
<i>Professional Learning needed</i>	My Access training for 6 th grade teachers in particular, more AVID strategies, Turnitin.com, any new information or formats for the SBA, training on enrichment strategies in differentiation.
<i>Resources needed</i>	Time, trainer for MyAccess, Turnitin.com, district provided common assessments (a lot of time devoted to the creation of our own).
<i>Responsible individual or team</i>	To attend planned collaborative meetings, respond to emails with effective feedback and input and reflect on success and opportunities for next year.

Math 6-8

Goal Area	Math
<i>Strategy to support goals</i>	Incorporating ALEKS into daily math practice.
<i>Professional Learning needed</i>	We have received some district training with this site and will continue to receive more during scheduled times for curriculum guidance.
<i>Resources needed</i>	Time to become familiar with new curriculum. Input from teachers about how they have used ALEKS with their students.
<i>Responsible individual or team</i>	All math teachers

Goal Area	Math
<i>Strategy to support goals</i>	Diffrentiation and flexible grouping between two teachers who teach the same class during the same period.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	Remediation and intervention strategies
<i>Responsible individual or team</i>	Bettina Berton, Kendall Galbraith, Shevaun Hale, Jo Anne Peterson

Goal Area	Math
<i>Strategy to support goals</i>	IXL – for differentiation
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	Student laptops and reliable internet
<i>Responsible individual or team</i>	-

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Grading Rubric - in student friendly language • Examples of student work/exemplars • Structured academic controversies (i.e. Eugentics) • Modified graphic organizers (sentence starters) • Leveled reading (Student friendly reading) • Warm-ups using graphs: What claim is it showing? • Scaffolded: Silent conversations (articles - walk around to each article, then read it and write on it) • Philosophical chairs for debate • Socratic Seminar to delve in depth • Teach Bias...(what is the source of the “data”, authoritative vs. peers)
<i>Professional Learning needed</i>	Job-alike Meetings Department time to share strategies, materials and grading practices
<i>Resources needed</i>	Access to current rubrics for each grade level Release Days Websites with leveled readings/student friendly articles
<i>Responsible individual or team</i>	6 th grade Team: Intro to structure of Argumentative writing 7 th grade Team: Combine structure of Argumentative writing with stronger content. Claims, evidence and justification. Includes counterclaims. 8 th grade Team: Students write a strong argumentative piece which reflects a strong knowledge of content

Achievement Gap

Goal Area	Math
Achievement Gap in Math	
<i>Strategy to support goals</i>	Marking text, teaching grit and growth mindset, peer to peer checks, allow verbal responses (ELL specific), SIOP strategies, checks for understanding, breaking down questions and directions.
<i>Professional Learning needed</i>	Continued training in new curriculum and full access to accommodated versions of curriculum, SIOP training
<i>Resources needed</i>	full access to accommodated versions of Glencoe Math curriculum
<i>Responsible individual or team</i>	Special Education Math Team

Goal Area	Math
<i>Strategy to support goals</i>	Counselors will monitor student Math grades and help reduce the number of Ds and Fs by 50% from 1 st quarter to the end of 1 st semester and 3 rd quarter to the end of 2 nd semester, by means of one-on-one meetings and other appropriate interventions.
<i>Professional Learning needed</i>	N/A
<i>Resources needed</i>	Access to Skyward for grade monitoring.
<i>Responsible individual or Team</i>	Counselors

Goal Area	Literacy
Achievement Gap in Literacy	
<i>Strategy to support goals</i>	Small groups (3:1 with para or IA), one on one individual writing/reading support, breaking down writing tasks using graphic organizers and color coding (Step up to Writing), checking for understanding, sentence starters, sentence frames, teaching grit and growth mindset, teaming with AT for speech to text and grammar software, clear expectations and directions.
<i>Professional Learning needed</i>	Team time with general education team, SIOP, intradistrict collaboration
<i>Resources needed</i>	Step up to Writing curriculum, Words their Way, Comprehension Toolkit,
<i>Responsible individual or team</i>	Special Education, ELA

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Enrolling students into the College Bound scholarship program for those who qualify.
<i>Professional Learning needed</i>	College Bound information distributed throughout the school year during professional development within district counseling meetings
<i>Resources needed</i>	College Bound Tool Kit, ongoing access to communication with the College Bound state representatives.
<i>Responsible individual or team</i>	Counseling Department

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Registering all 8 th grade students with Career Cruising, per their High School and Beyond Plan
<i>Professional Learning needed</i>	District counseling meetings
<i>Resources needed</i>	Administrator/teacher access to Career Cruising, time during the school day to deliver a 50 minute presentation and activity via 8 th grade Language Arts classes.
<i>Responsible individual or team</i>	Counseling Department

Goal Area	Literacy
<i>Strategy to support goals</i>	Counselors will monitor student LA/SS grades and help reduce the number of Ds and Fs by 50% from 1st quarter to the end of 1st semester and 3rd quarter to the end of 2nd semester, by means of one-on-one meetings and other appropriate interventions.
<i>Professional Learning needed</i>	N/A
<i>Resources needed</i>	Access to Skyward for grade monitoring.

<i>Responsible individual or team</i>	N/A
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Goal Area	Attendance
<i>Strategy to support goals</i>	Students who receive a letter for unexcused absences will be monitored. Once a letter is mailed, a copy is given to the counselors. Check-in processes occur to determine how we can resolve the student's unexcused absences.
<i>Professional Learning needed</i>	N/A
<i>Resources needed</i>	Attendance letters
<i>Responsible individual or team</i>	Alicia Melton

Goal Area	Discipline
<i>Strategy to support goals</i>	We implemented a positive behavior system (PRIDE) with the intention of reducing the number of behavioral infractions but also to support our students who already do great at EMS. We are also working with students who have had multiple behavior infractions to determine what strategies work best for each individual.
<i>Professional Learning needed</i>	N/A
<i>Resources needed</i>	PRIDE resources
<i>Responsible individual or team</i>	Administration

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Involvement Process

Math: Math club run by parent volunteers.

Science: To support the application of science we have created clubs that allows students to take their learning to the next level. These clubs include environmental, general science, robotics, and multiple science competitions. These clubs allow students to take their science learning and apply it to real world situations. These clubs are open to all students and we work closely with parent volunteers to support student learning. Parents provide organization and content support.

Achievement Gap: For students who qualify for social education services, IEP teams meet to determine present level of performances, goals to measure progress, and accommodations needed in the classroom to ensure equitable learning. Goals are monitored and updated to families once per quarter. Special Education staff work closely with instructional assistant staff to support learning in the general education classroom.

Counselors: Ongoing communication with parents and families around events, programs, and services offered to students in need.

Attendance: Working alongside parents to help students be on time ready to learn.

Discipline: Working with parents on strategies to encourage positive behavior at school.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Math: Skyward, PowerSchool, periodic newsletters emailed to parents

Science: Teachers send out newsletters on a weekly basis to keep parents informed and provide extension opportunities to help integrate science into family discussions. Teachers maintain organized PowerSchool pages that provide content and information to parents and students. Teachers stay on top of up to date monitoring of the Skyward grade program so parents can make sure their students are caught up on work.

Achievement Gap:

Additionally special education staff, attend all intervention meetings (Guidance Team, Students of concern) to provide input on support strategies for students who are not achieving at grade level but do not receive special education services. Students receiving specially designed instruction are placed into appropriate classes to receive individualized instruction on their current level of performance based on student need.

Counselors: Requiring students to “invite” parents to access their child’s Career Cruising account, and Haiku and Counseling Corner communications.

Attendance: Including information within the Eagle Express regarding attendance policies and when and how to call in an absence.

Discipline: When a student is approaching progressive discipline consequences such as suspensions, inform parent of next steps in addition to being clear and consistent with communication.