



Strategic School Improvement Planning 2023-2024
for
Mountain View Middle School
Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know, value,** and **support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine			
Staff Review			
Parent Review			
District Review			

Additional Comments:

[Click here to enter text.](#)

Principal Signature

Date

The staff of Mountain View Middle school are committed to becoming a team that is grounded in common goals and values and to maintaining a student focused culture. Our primary goals as a school are to: be a place where every Wolf belongs and for all students to achieve high levels of learning.

Mountain View Middle School

School Goals: Every Wolf Feels That They Belong and Achieves High Levels of Learning



Wolf Tracks

The “Wolf Tracks” are a visual outline of the strategies we believe will support the success of our students socially, emotionally & academically. The three elements: Core Instruction, Student Culture & Student Support have shifted slightly in the last five years and currently represent the high leverage actions we are taking as a school to respond to the unique needs of our students as they return to full time in person learning.

Core Instruction: The action items under core instruction mirror the essential questions of PLCs and are the basic foundation of teaching and learning. While the bulk of this work is done among the PLC, full staff activities to engage in improving practice and walk through and formal observation feedback centered in these areas also support our continued growth as a school.

Student Culture: The three elements under student culture are a partnership between students and staff to create a place where all students can find success. Our core character traits: Prepared, Responsible, Integrity and Excellence are the anchors to our PBIS system and are used to recognize and reinforce student commitment and engagement in their learning. Finally, we strive to be a place where every Wolf belongs through intentional programs and activities, embracing and celebrating diversity and creating an emotionally safe environment for all.

Student Support: We are in our fifth year of a middle school model for tiered academic intervention in reading and math. We are currently utilizing a full class model for Tier 2/3 academic interventions and have committed to using the iReady and Systems 44 program to help students 2 or more grade levels behind in these two academic areas. Our Tiered Behavior system is a focus area for us this year as we are developing new systems to keep students in class and learning while providing them the support they need. This concentrated effort is directly connected to the deficits in skills we have seen in recent years. Den Time refers to our advisory model which we have recently transitioned to a weekly program aimed at providing students with social/emotional learning and executive functioning skills that support their growth as a middle school student.

Staff Values: We revisited the values of our organization as part of the Spring focus groups in June of the 22-23 school year and determined that a missing component of our values was about our commitment to continuous improvement. Additionally, team leaders led staff through an exploration of these values and how they would be lived out within the upcoming year.

Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a comprehensive needs assessment involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Action plans are developed to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

<u>Content Area:</u>	<u>Summary of Data Analysis</u>
<p>Literacy</p> <p><u>Connected Goal Areas:</u></p> <p>Goal 1: Success in the Early Years</p> <p>Goal 3: Academically-Prepared Critical Thinkers</p> <p>Goal 4: Elimination of Disparities in Student Access and Success</p>	<p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing SBA data at the overall proficiency rates, subgroups proficiency rates and compared cohort data overtime. ● Math teachers and administration have engaged in analyzing SBA target data in addition to the overall school wide data analysis. ● In conjunction with examining the academic data, staff reviewed CEE data that directly correlates with students perceptions related to academics. <p>Data Analysis - School Wide</p> <ul style="list-style-type: none"> ● The overall proficiency rate for 6th grade was 59%. This is an improvement in the overall proficiency rate for 6th grade in the previous year. ● The overall proficiency rate for 7th grade was 63%. This was an increase for this cohort by 7% from the previous year however this is also a lower proficiency rate from the previous year. ● The overall proficiency rate for 8th grade was 62%. This was a decline for the cohort however an improvement for this grade level from the previous year. ● Overall, we are below the district average at all grade levels. <p>Data Analysis- Sub Groups</p> <ul style="list-style-type: none"> ● Females scored higher than males in 2 of 3 grade levels.

	<ul style="list-style-type: none"> ● SPED proficiency rate was lower than the district average as was the ML and FRL proficiency rates. ● SPED Students had a proficiency rate of under 20% at all three grade levels with the lowest rate of success being seen at the 7th grade level. ● Native American students are our lowest performing subgroup. ● Our largest minority subgroup (Latino) had a proficiency rate 10% lower than the district average and 12% lower than white students at MMS. <p>Student Perception Data that Directly Correlates with Academics</p> <ul style="list-style-type: none"> ● 75% of our students identify themselves as hard workers and 82% of students indicate that they want to improve their skills. Student efficacy has such a large impact on student success, we believe that these high rates will impact student achievement alongside a continued focus on strong Tier 1 instruction. <p>Summary Analysis</p> <ul style="list-style-type: none"> ● Our students are showing growth on the language arts assessment yet however students are still not showing a success rate comparable to pre-pandemic years. ● Our staff is committed to providing strong Tier 1 instruction and utilizing the framework with fidelity. When comparing SBA scores with student grades we notice a discrepancy between students earning good marks while not performing well on the state assessment. As a result, our staff has dug into target data to develop a deeper understanding of the priority standards. Teachers are also administering interim assessments (minimum of one per collection) to be able to analyze student progress towards meeting the level of rigor seen on the state assessment. ● We have implemented a variety of programs to support students at various academic levels. Specifically, at MMS we have two tiered reading intervention courses at all three grade levels. Students in these classes are showing growth however they have entered the program at a minimum of 2 grade levels behind and therefore have much ground to make up. We also offer a variety of academic level courses for students in ELA including: developmental, co-teach, on-grade level and honors. ● Our Science and Social Studies teams have a renewed commitment to intentionally teaching content literacy strategies to support student success in this area.
<p>Mathematics</p> <p><u>Connected Goal Areas:</u></p> <p>Goal 1: Success in the Early Years</p>	<p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing SBA data at the overall proficiency rates, subgroups proficiency rates and compared cohort data overtime. ● Math teachers and administration have engaged in analyzing SBA target data in addition to the overall school wide data analysis.

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

- In conjunction with examining the academic data, staff reviewed CEE data that directly correlates with students perceptions related to academics.

Data Analysis - School Wide

- Overall pass rate for 6th grade was 48%, this was the highest proficiency rate for all three grades.
- Overall pass rate for 7th grade was 45%. The 7th grade cohort showed 6% growth from the previous year's SBA scores. The 7th grade group was above the district average.
- 8th Grade proficiency rate was 45%. The cohort growth was stagnant and overall grade level proficiency rate showed improvement.

Data Analysis- Sub Groups

- Boys scored higher than girls at all three grade levels.
- SPED proficiency rate was lower than the district average. There was a pass rate of below 1% for sped students in 7th and 8th grade. (6th grade is slightly higher at 7%)
- Hispanic students are the lowest performing ethnic and underperform compared to the district.
- 11% of ML students met standard on the math assessment, this is lower than the district and significantly lower than the average proficiency rate across all grade levels. (14% in 6th Grade, 36% in 7th Grade, 14% in 8th Grade)

Student Perception Data that Directly Correlates with Academics

- 75% of our students identify themselves as hard workers and 82% of students indicate that they want to improve their skills. Student efficacy has such a large impact on student success, we believe that these high rates will impact student achievement alongside a continued focus on strong Tier 1 instruction.
- 54% of students indicated that what they were learning in school was relevant in life outside of school. This is a data point that the math team has focused on through Tier 1 instruction by intentionally increasing application of math practices and drawing connections to “real world” application of key standards.

Summary Analysis

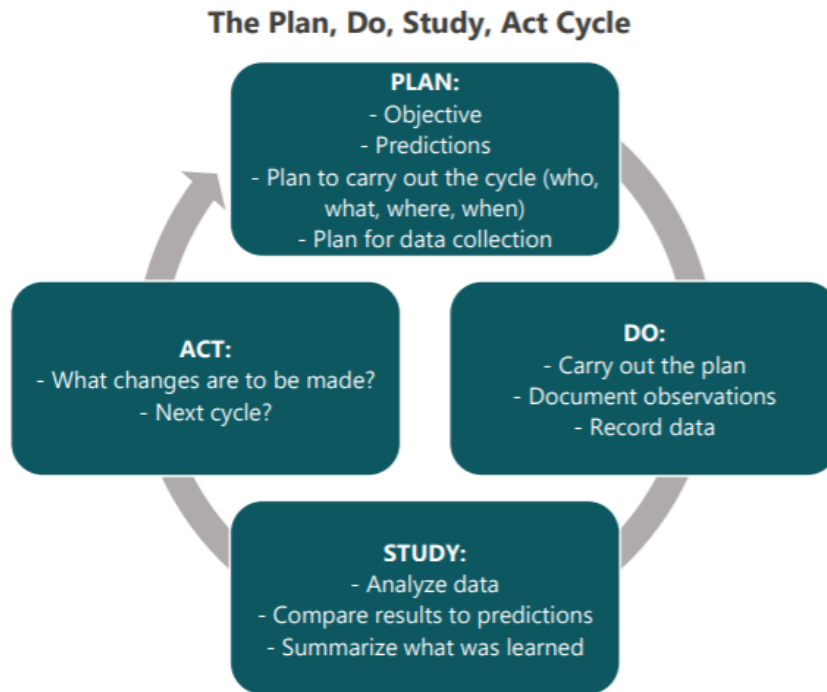
- Our students have struggled to make progress in the area of mathematics, although this has been amplified by loss of learning during the pandemic students have always been challenged to meet the state benchmarks in the area of math.
- Our staff is committed to providing strong Tier 1 instruction and utilizing the framework with fidelity. When comparing SBA scores with student grades we notice a discrepancy between students earning good marks while not performing well on the state assessment. As a result, our staff has dug into target data to develop a deeper

	<p>understanding of the priority standards. Teachers are also administering interim assessments (minimum of one per “book”) to be able to analyze student progress towards meeting the level of rigor seen on the state assessment.</p> <ul style="list-style-type: none"> ● We have implemented a variety of programs to support students at various academic levels. Specifically at MMS we have four/five levels of core instruction for students: developmental, co-teach and on-grade level, advanced (2 methods of acceleration at 7th & 8th grade). In addition, we offer math intervention courses at all grade levels. Although they have not yielded success on the SBA we do believe that the academic grade data indicate that they are supporting students' success in school.
<p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p>Goal 4: Elimination of Disparities in Student Access and Success</p>	<p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing student management data including suspension rates and major behavior referrals. Staff also examined the disparities in data amongst sub groups. <p>Data Analysis- School Wide</p> <ul style="list-style-type: none"> ● 15% of students received “major” referrals. (Major= office managed and could be either an out of class/administrator handled incident or a class remove for disruptive behavior that impacted the learning environment) ● 7th grade students (currently 8th grade students) had the largest amount of referrals, as many as 6th and 7th grade combined. ● There were 67 suspensions in the 21-22 school year and 139 in the 22-23 school year despite an intense focus on improving tiered behavior supports and professional learning in de-escalation. (There were 81 more major referrals in 22-23 than the previous year) <p>Data Analysis- Sub Group</p> <ul style="list-style-type: none"> ● 18% of all major were students with IEPs ● Our Hispanic students were suspended at a higher rate than their white peers as were students on IEPs. ● Students in the Free/Reduced lunch category were also suspended at a higher rate. With about half of all students on free/reduced lunch being suspended <p>Data Analysis- Summary</p> <ul style="list-style-type: none"> ● Behavior at the middle level has been incomparable to pre-pandemic years. Student behavior and response to behavior has been the focus of staff professional learning and we have utilized resources to create systems to improve our response to student behavior and social/emotional needs. Despite 2 years of intense efforts, we are still challenged with an increase in fighting, drug use and extreme non compliant disruptive behaviors. Knowing that it takes multiple years of implementation for

	<p>change to take hold, we will stay the course with the tiered system of support while making small adjustments to increase the effectiveness of our system.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p>Goal 2: Nurtured, Engaged, and Empowered Students</p>	<p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing student CEE data that pertained to our two school wide goals: high levels of academic learning for all students and being a school where every Wolf feels that they belong. ● Administrators and counselors reviewed CEE data combined with our quarterly student “check in” data to gauge the feeling of physical and emotional safety of students throughout the school year. <p>School Wide Analysis</p> <ul style="list-style-type: none"> ● Although in small increments, the CEE student perception data was trending up. ● 83% of students answered positively to the question: “In this school there is at least one adult who knows and cares about me. (This is an increase of 2%) ● 54% of students indicate that they feel safe at school. This is lower than was indicated on the quarterly student surveys given throughout the year. ● 25% of students said students at MMS treat each other respectfully. <p>Summary Analysis</p> <ul style="list-style-type: none"> ● The survey results regarding safety indicate that our structures, routines, and supervision are effective in helping students feel safe. ● A focus area based on this data is on improving peer to peer relationships, helping students embrace differences and develop empathy for others.
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p>Goal 2: Nurtured, Engaged, and Empowered Students</p>	<p>This is an area we have not focused on at a systems level since before the pandemic.</p> <p>Last year as a team, the attendance secretary, administrators/counselors reviewed attendance data monthly to determine which students were having chronic or severe absenteeism. We have focused on providing individualized supports for students by engaging parents, providing additional social/emotional support, incentivizing improved attendance, etc.</p>

What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 23-24 school year.

K-12 Common Goal
<p>Goal 4: Elimination of Disparities in Student Access and Success</p> <p>Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.</p> <p>By 2026, discipline data will show no disproportionalities (0%) in suspensions and expulsion rates across all student groups. By 2026, there will be a 10% increase in the enrollment and completion rates of students taking advanced coursework and specialized programs in all student groups.</p>
<p>Equity Looks Like:</p> <p>Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.</p>

K-12 Common Goal: Measure of Student Progress #1	
<p>4C. Percent of students with suspensions and expulsions.</p> <p>Problem of Practice: Suspensions are ineffective for middle school students as they hinder student’s academic success and have negative effectives on attendance and future behavior.</p> <p>Theory of Action: Based on the data and root cause analysis we completed, we believe that a continued focus on providing tiered behavior supports for students will result in a decrease in behaviors that lead to suspensions. Additionally, a continued focus on staff response to behavior with a focus on prevention and de-escalation will impact students’ ability to meet behavior expectations.</p>	
<p>Schoolwide Student Goal(s):</p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>During the 23-24 school year administrators will utilize alternatives to suspensions for non safety violations in an effort to reduce suspensions by 50%.</p> <p>Number of 22-23 suspensions: 150. Will reduce to 75 suspensions in the 23-24 school year.</p>
<p>Highest Leverage Subgroup Student Goal(s):</p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>During the 23-24 school year staff will participate in professional learning and collaborate with colleagues to reduce the number of male students with an IEP being removed from class with a “major” referral or suspension by 50%.</p>

How will we get there?

Action Steps to be Completed What evidence-based practices will you implement in order to have an impact toward reaching this goal?		Monitoring of Action Plan What data was reviewed and what evidence of student learning resulted from the action step?	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Both	Tier I- Push-In Behavior Model ----- Funding Source or Resource Allocation: Use of Dean of Students/BFSS for program implementation, response and monitoring.	11/23	Staff Feedback- Push In Behavior Model
Both	Tier 1- “Strategy of the Month” <ul style="list-style-type: none"> Professional learning and commitment related to the proactive classroom management strategies and to support the structures and routines of our school. Example: Civil Dismissal, Greet at the Door, Use of rewards systems, etc. The focus is determined and action planning is done by the PBIS/GLC team after reviewing data and getting input from colleagues. 		
Both	Tier II SEL Groups led by counselors on a 6 week rotation <ul style="list-style-type: none"> groups are based on the SIM process which is completed when a student is identified through the pST process Groups included; anger management, organization, stress/anxiety and social skills ----- Funding Source or Resource Allocation: Curriculum purchased through the building budget for small groups to be led on executive functioning, social skills and managing anger.	12/18	End of First Groups
		2/2	End of Second Groups
		3/11	End of Third Group
		4/13	End of Fourth Group
Both	Tier III FACTS & Behavior Plan	g	

	<ul style="list-style-type: none"> ● Routine monitoring of student management data to identify students needing Tier III behavior support ● Complete FACTS meeting with staff and write/implement/monitor behavior plan <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Both	<p>Problem Solving Teams (pST)</p> <ul style="list-style-type: none"> ● Using SIM Process ● Monthly PD on strategies for addressing behavior in the classroom ● pST Sample Agenda <p>-----</p> <p>Building allocated 1 staff meeting a month and pays the BFSS a stipend to facilitate these meetings (\$1200)</p>		
Both	<p>Ongoing Data Analysis</p> <ul style="list-style-type: none"> ● Completed by various teams (using TIPS for problem solving) ● Completed by admin team (calibration) ● SWIS Data shared quarterly with all staff (Info Only) 	Nov 3	SWIS Data- Quarter 1 (Shared with All Staff)

K-12 Common Goal: Measure of Student Progress #2

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in literacy.**

Problem of Practice: Proficiency levels on the ELA assessment have dropped dramatically since pre-pandemic assessments.

Theory of Action: Based on the data and root cause analysis we completed, we believe that through a focus on SBA targets showing a multi-year trend of below standard and an increase in opportunities for students to engage with and get feedback on SBA like assessments (interim blocks) and the incorporation of content literacy strategies in non ELA classes students will improve.

Schoolwide Student Proficiency Goal(s):

MMS Achievement Goal: 80% of students at each grade level will meet proficiency on the SBA Language Arts assessment in 2026.

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)	MMS Proficiency Improvement Goal: We will increase the number of students meeting proficiency on the Spring SBA Language Arts assessment by 10% at each grade level during the 2022-2023 school year.
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	ML students will increase their proficiency on the SBA from 11% to 21%.

How will we get there?			
Action Steps to be Completed		Monitoring of Action Plan	
What evidence-based practices will you implement in order to have an impact toward reaching this goal?		What data was reviewed and what evidence of student learning resulted from the action step?	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	<p>Core Instruction: Implementation of Collections Curriculum and District Frameworks with a focus on identified priority standards.</p> <p>Example: Unit 1 Priority Standards</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Schoolwide	<p>Core Instruction: Implement Interim Block Assessments in correlation with the priority standards of each “Collection.</p> <p>Interim Assessment Plan</p>		

	----- Funding Source or Resource Allocation:		
Schoolwide	Professional Learning: Content Team Leaders are completing a book study of the text: Best Practices at Tier: Daily Differentiation for Effective Instruction. Book Study Planning Guide ----- Funding Source or Resource Allocation: Instructional Services/District Secondary Dept partnered with MMS to purchase books for all team leaders.		
Schoolwide	PLC Goals: Each grade level ELA team analyzed the MMS target data to determine priority standards that could be an area of growth identified overtime. Staff used the “double delta” rule to determine their PLC focus for the year. PLC Goals		
Schoolwide	7th & 8th Grade Science and Social Studies teachers were tasked with selecting a PLC goal that was aligned to an informational literacy standard where growth was needed.		
Schoolwide	7th & 8th Grade Science and Social Studies teachers have elected to participate in a book study of the text, “ 20 Strategies to Meet the Common Core” to learn tools that they can implement to help students build skills with informational reading. ----- Funding Source or Resource Allocation: Purchase of books from building budget.		
Schoolwide	Implementation of “Homework Help” with support provided by para educators and high school tutors two times a week.		

	<ul style="list-style-type: none"> • Math/Science tutors from BLHS tutor students in after school homework help • Writing Specialist provides support (PM) and Para Team (AM) working in small group or individually with students to provide support on classwork 		
Subgroup	<p>TPEP Growth Goal: All teachers have selected a sub group goal of ML students and have set (or IEP students if they had no ML students). Staff have been challenged to support not only the student’s mastery of the content goal but providing additional practice/support at helping students grow in an individualized area of their WIDA Assessment.</p> <p>Growth Goal Setting Conference Prompts</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Subgroup	<p>Professional Learning: All staff participated in professional learning provided by ML TOSA on the foundations of multilingual education and understanding and utilizing student’s ML profiles to support language acquisition within content instruction.</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Subgroup	<p>ML Para Educator Support Schedule: The ML funded para educator is meeting with all ML students on a rotating basis in small groups or individually to support language acquisition and overall success in school.</p> <p>-----</p> <p>Funding Source or Resource Allocation: ML Classified Staff Funding.</p>		

K-12 Common Goal: Measure of Student Progress #3

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in mathematics**.

Problem of Practice: Proficiency levels on the Math assessment have dropped dramatically since pre-pandemic assessments.

Theory of Action: Based on the data and root cause analysis we completed, we believe that through a focus on SBA targets showing a multi-year trend of below standard and an increase in opportunities for students to engage with and get feedback on SBA like assessments (interim blocks) students will improve.

<p><u>Schoolwide Student Proficiency Goal(s):</u></p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>MMS Achievement Goal: 80% of students at each grade level will meet proficiency on the SBA Math assessment in 2026.</p> <p>MMS Proficiency Improvement Goal: We will increase the number of students meeting proficiency on the Spring SBA math assessment by 15% at each grade level during the 2023-2024 school year.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>ML students will increase their proficiency on the SBA from 18% to 20%.</p>

How will we get there?			
Action Steps to be Completed What evidence-based practices will you implement in order to have an impact toward reaching this goal?		Monitoring of Action Plan What data was reviewed and what evidence of student learning resulted from the action step?	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Core Instruction: Implementation of Core Focus Curriculum and District		

	<p>Frameworks with a focus on identified priority standards.</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Schoolwide	<p>Core Instruction: Implement Interim Block Assessments in correlation with the priority standards of each “book”</p> <p>Interim Assessment Plan</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Schoolwide	<p>Professional Learning: Content Team Leaders are completing a book study of the text: Best Practices at Tier: Daily Differentiation for Effective Instruction.</p> <p>Book Study Planning Guide</p> <p>-----</p> <p>Funding Source or Resource Allocation: Instructional Services/District Secondary Dept partnered with MMS to purchase books for all team leaders.</p>		
Schoolwide	<p>PLC Goals: Each grade level Math team analyzed the MMS target data to determine priority standards that could be an area of growth identified overtime. Staff used the “double delta” rule to determine their PLC focus for the year.</p> <p>PLC Goals</p>		
Subgroup	<p>TPEP Growth Goal: All teachers have selected a sub group goal of ML students and have set (or IEP students if they had no ML students). Staff have been challenged to support not only the student’s mastery of the content goal but providing additional practice/support at helping students grow in an individualized area of their WIDA Assessment.</p> <p>Growth Goal Setting Conference Prompts</p> <p>-----</p>		

	Funding Source or Resource Allocation:		
Subgroup	Instruction: Math teachers have agreed to a focus on providing intentional vocabulary for both math related academic vocabulary and Tier II content vocabulary terms.		
Subgroup	Professional Learning: All staff participated in professional learning provided by ML TOSA on the foundations of multilingual education and understanding and utilizing student’s ML profiles to support language acquisition within content instruction. ----- Funding Source or Resource Allocation:		

Grade Band Common Goal
<p>Goal 2: Nurtured, Engaged, and Empowered Students</p> <p>Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.</p> <p>By 2026, 95% of students will attend school daily. By 2026, 100% of students feel their school is safe and welcome as measured by a perception survey.</p>
<p>Equity Looks Like:</p> <p>Every student receives fair treatment, and personalized support essential for their social-emotional growth and cognitive development.</p>

Grade Band Common Goal: Measure of Student Progress #1
<p>2B: Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust.</p>
<p>Problem of Practice: The pandemic has caused a lasting impact on student social skills, mental health concerns, their</p>

stamina to maintain focus on academic and age appropriate behaviors we immediately observe have all impacted the school environment and students' feeling of safety in a learning focused environment. Through the course of the last several years we have curbed some of the intense behaviors we had seen initially and have established a stronger trust and more respect between staff and students. We have implemented consistent routines that have also improved safety and strengthened the learning focused environment. The gap in this work has been improving peer to peer relationships and respect, kindness and empathy towards others.

Theory of Action: Based on the data and root cause analysis we completed, we believe that focusing on diversity, inclusion and supporting students in building a strong community, students will feel a stronger sense of safety and belonging.

<p><u>Schoolwide Student Proficiency Goal(s):</u></p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>At the end of the 23-24 school year, 75% of students will report that they feel safe at school and that peers treat each other with respect on the CEE student perception survey.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>At the end of the 23-24 school year, 75% of students of color will report that they feel safe at school and that peers treat each other with respect on the CEE student perception survey.</p>

How will we get there?			
Action Steps to be Completed		Monitoring of Action Plan	
What evidence-based practices will you implement in order to have an impact toward reaching this goal?		What data was reviewed and what evidence of student learning resulted from the action step?	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Implementation of Community Circles during Den Time to build a strong sense of		

	<p>community, foster acceptance of differences and being empathetic towards others.</p> <p>Den Time Scope & Sequence</p> <p>Sample Lesson w/Community Circle on Bullying</p>		
Schoolwide	<p>Implementation of 3 Den Time Lessons with a focus on diversity and inclusion, these lessons are written by the MMS Equity Leader.</p> <p>Sample Lesson: Indigenous People's Day</p> <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Schoolwide	<p>Establishing new and unique club opportunities to provide students with a way to connect with other students.</p> <ul style="list-style-type: none"> ● New Club! Culture Club ● 12 different clubs bring in a wide variety of students. <p>-----</p> <p>Funding Source or Resource Allocation:</p>		
Schoolwide	<p>Tier 1 Behavior Systems</p> <ul style="list-style-type: none"> ● Routine teaching & Re-Teaching Expectations through classes and advisory (Wolf Way) ● Administration- Intro Assembly (Sept) ● Wolf PRIDE Weekly Challenge-Advisory ● Significant 72 		
Schoolwide	<p>Wolf PRIDE Positive Behavior Incentives</p> <ul style="list-style-type: none"> ● PRIDE Tickets/PRIDE Store ● Weekly Cookie Prize 		

Grade Band Common Goal: Measure of Student Progress #2

2C: Percent of students with access to emotional, behavioral, mental, and physical health supports.

Problem of Practice: High numbers of students exhibiting anxiety, depression, drug use and self harm/suicidal ideations which often impacts attendance and success in schools.

Theory of Action: Based on the data and root cause analysis we completed, we believe with the appropriate office staffing and mental health resources, we can provide the support students need to make it through the pandemic and the mental health crisis it has caused for many adolescents.

<p>Schoolwide Student Proficiency Goal(s):</p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>During the 2023-2024 year we will increase the amount of support provided for students in need and improve systems to ensure that students in need have access.</p>
<p>Highest Leverage Subgroup Student Proficiency Goal(s):</p> <p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>During the 2023-2024 school year we will increase the amount of support provided for students in need and improve systems to ensure that students have access and are matched with appropriate resources.</p>

How will we get there?			
Action Steps to be Completed		Monitoring of Action Plan	
What evidence-based practices will you implement in order to have an impact toward reaching this goal?		What data was reviewed and what evidence of student learning resulted from the action step?	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide			

	Work in collaboration with Counseling Director, Jeannie Larberg to establish partnerships with outside mental health agencies including: Good Samaritan/Multicare and others		
Schoolwide	Complete multiple student “needs assessment” throughout the year to identify students seeking support.		
Schoolwide	Counselors will provide small group learning on a six week rotation with opportunities for students to learn tools and strategies to cope with anxiety, anger management, executive functioning and social skills.		

