

Stevens School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

Building Name: Stevens Middle School
Date: 10/10/2024

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Melissa McBride	Principal
Wyndi Anderson	Assistant Principal
Beth Clifford, Dana Clifford	Building Counseling Team
Sal Michael	Student Assistance Professional (ESD, Mental Health & Substance/Alcohol Support)
(TBD)	Native American Education Advocate & LEKT Native American Education Advocate
Building Leadership Team	PLC and Department Leads, Para representation, ASB representation, Parent representation
Mary Irwin	Peninsula Dispute Resolution Center - Peer Mediation Program Coordinator

Summary of Comprehensive Needs Assessment (CNA): [Stevens CNA](#)

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). For schools not identified for improvement, a CNA is a best practice. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

- Academics:** We are creating a strong foundation for content-specific Professional Learning Communities (PLCs). While some PLCs are further along than others, all of our PLCs have identified Essential Standards and have begun creating and using Common Formative Assessments (CFAs). This year we plan to focus on 1) refining our Essential Standards and CFAs and 2) creating a way to share & analyze CFA data to help PLCs determine the next steps (intervention/extension), We have added a 30-minute period to our day (offset by lunch) to provide time within the school day to accomplish this intervention/extension when we are ready to implement this step. We also plan to

build on the rudimentary work that building counselors and Native American Educational Advocates began last year with quarterly D/F lists. Last year, we began collecting this information and our counselors met with many students to formulate a plan to help them get back on track. This year, we will be more intentional about this process by collecting the information earlier in the quarter, contacting families, and setting up teacher team meetings and Student Assistance Teams (SATs) as necessary.

2. **Student Wellness:** Our Center for Educational Effectiveness (CEE) data has helped us to understand some of our students' and families' greatest concerns. Overall, SEL and academic intervention were at the top of the list for students and families. Specifically, response to bullying (for families) and lack of school enjoyment (for students) were central. As such, we are making a concerted effort to use the systems we have in place to better address these concerns. Positive Behavior Intervention and Support (PBIS) is also proving successful for us. The process of collecting evidence (using the [PBIS Rewards](#) software and [SmartPass](#) software) about student behavior has helped us to use our limited student support resources as effectively as possible. Last year, our goal was to maintain numbers within the Multi-tiered Systems of Support (MTSS) guidelines for tiers 1, 2, and 3. These guidelines suggest that 80% of students should remain at tier 1, while 20% may require tier 2 and/or 3 support. Tier 3 should comprise, according to the guidelines, less than 5% of students. We were not quite able to meet these guidelines last year, and with fewer support options this year, it may still prove to be a challenge. Initially, we'd like to prioritize growth from last year to this year. Based on our data and available resources, we created a working document to catalog our current tiered supports (see [Tiered Interventions](#)).

One of our main resources for addressing our behavior data is our Student Support Team; this team is made up of building counselors, a representative from Clallam County Juvenile Services, our ESD Student Assistance Professional, a PASD Family Navigator, and an NA Educational Advocate. This team meets weekly to discuss student concerns and brainstorm solutions. Our building counselors also conducted Minute Meetings (short interviews with every student), for the second year in a row, to collect information about student needs and perceptions. This information has helped them connect students to resources and identify students at risk in multiple areas. Our ESD Student Assistance Professional also conducted presentations to classes, reaching all students. This allowed students to self-refer for mental health and substance use services. We have also welcomed a collaboration with the Peninsula Dispute Resolution Center (PDRC) to set up a peer mediation program called Conflict Crushers. We refined our building expectations and have aligned our efforts with the other secondary schools in the district. Our Stampeder Way expectations mirror Port Angeles High School's Rider Way. We are having teachers focus on [Adult Core Skills](#), the [Habits of Mind](#), and [21st Century Skills](#) to meet our students' SEL needs in an authentic way that better prepares them for the next level and life after high school.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

1. **Staff/Support:** We have lost or are without many support staff at the beginning of the 2024-25 school year. We are down 4 para-educators this year and have lost our ESD Attendance & Re-engagement Case Manager. We also started our year without an attendance secretary and both of our Native American Education Advocates. Our ASB/Bookkeeper unexpectedly stepped away from the position in September, and our Assistant Principal took a position in Sequim. One of our teachers was forced to resign because of family health obligations, as well, and a majority of our coaching staff also resigned. As such, we have spent a lot of time at the beginning of the year covering for absent staff, shifting staff, and hiring/training new staff. Our PBIS/MTSS Coordinator stepped up to the role of Assistant Principal, which has left a hole in our Student Support Team that has yet to be filled.
2. **Academics:** [Our OSPI Report Card](#) shows that Native American students and students with disabilities scored significantly lower in ELA, math, and science in 2023-24. Our academic goals will specifically reference and address these results.

What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?

A loss of para hours is felt most deeply in the area of Special Education. As our students with disabilities scored much lower on state assessments than students without disabilities (in all content areas), this lack of support staff will need to be addressed, and alternative supports will need to be put in place. The absence of NA Educational Advocate staff is also keenly felt, as this is another group that has consistently performed lower on state assessments. (Again, see our state assessment data [here](#).) Finally, without an attendance secretary or the ESD Attendance & Re-Engagement Case Manager, we will have to come up with new and creative solutions to support students with attendance issues.

Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.

1. **Academic intervention** (specifically in ELA & math) to improve performance on CFAs, MAP, and SBA for all students, with a focus on students with disabilities and NA students. Our staff CEE data from 2024 shows that only 21% of our staff who were surveyed "believe that struggling students receive early intervention and remediation to acquire skills." This year, PLCs will begin the necessary conversations around CFAs, data collection and analysis, and intervention strategies that will be used in the classroom. As part of a 5-year plan, this being year two, our next step in year three will be to implement targeted school-wide intervention during our scheduled Flex period.
2. **SEL instruction and school culture** to improve CEE data, specifically related to the perception of school enjoyment ("I enjoy coming to this school"). There was a 37% drop in the number of staff, based on 2024 CEE data, who believe that "Our teachers engage in professional development activities to learn and apply new skills and strategies." To address this, we are engaging in a shared staff book study for [The Growth Mindset Coach](#). This study is intended to give the staff common language and practices around helping students (and themselves) improve efficacy. To improve school culture, as mentioned above, we are focusing on The Stampeder Way. We are also building our ASB and Leadership, giving them more opportunities to take ownership and accountability and increase school spirit and involvement. We have multiple school clubs (TSA, Honor Society, student-created clubs) and athletics.
3. **Family engagement**, communication, and feedback to improve CEE data, specifically related to the perception of how we address bullying/harassment and solicit family input on school improvement. To ensure that we reach as many families as possible, we communicate using multiple platforms: Skyward, email, robocalls, a monthly newsletter (shared via email, posted on social media, and linked on the school website), and a family Facebook page. This

year we plan to include a survey in each of our family newsletters, starting in November, after parent/teacher conferences. These surveys will allow families to have a voice in building decisions. We also have an active PTO that meets monthly and is involved in building events and activities. Our Building Leadership Team will include a parent representative.

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2024–2025 ELA Goal #1: Based on 2024 SBA data, there will be an improvement of at least 5% on the 2025 SBA for both 7th and 8th grades.
What data will be used to determine the extent to which the school is on track to meet this overarching goal ? What does the school expect to see mid-year to know if they are on track to meet the overarching goal ?
We will use the MAP test to measure progress toward this goal. We expect that at least 70% of students will show growth on their Winter MAP, using the Fall MAP as the benchmark. Special focus will be given to two of our lowest performing groups, based on our State Report Card: Native American students and students with disabilities. We will also pay close attention to our LAP students. These student groups will receive added intervention and support from our NA Education Advocates, Special Education staff, classroom teachers, and building counselors.
Who will monitor the progress of this overarching goal ?
ELA teachers, NA Educational Advocates, Special Education Staff, building counselors, and administration
When/how often will they monitor progress toward this overarching goal ?
Fall (MAP benchmark) & Winter (MAP growth check) Students who do not show growth on the Winter MAP may take the Spring MAP.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> ● Tier 1: PLCs use Universal Design for Learning (UDL) to ensure curriculum and instruction is accessible to each learner (tier 1) with multiple CFAs in various forms to check understanding throughout the unit ● Tier 1: CFAs - classroom teachers will analyze classroom assessment data in PLCs to determine necessary tier 1 classroom interventions (whole class re-teaching and/or review, small group instruction) ● Tier 2: “F” list - identify struggling students - academic support from SpEd staff, NA Educational Advocates, building counselors, and classroom teachers (tier 2 supports include: push-in support, pull-out support, HW club, para support, small groups during Flex) ● Tier 2: LAP - these students were identified on the Fall MAP as those scoring between 41%-60%; teachers and SpEd staff will provide added support individually and in small groups to ensure these students show growth on the Winter MAP ● Tier 2: Flex-PLCs will determine the necessary small-group intervention (tier 2) to be provided during Flex; this may include test review and retakes, re-teaching, 1:1 support, small group work ● Tier 2: After-school Tutoring/Homework Club & Native American Homework Club - with transportation (tier 1) 	<ul style="list-style-type: none"> ● Quarterly “F” list ● CFAs ● Winter MAP, Spring MAP 	<ul style="list-style-type: none"> ● “F” list = Quarterly ● CFAs = according to content area scope and sequence (daily, weekly, monthly, quarterly) ● MAP = Winter and Spring 	<ul style="list-style-type: none"> ● “F” list = building counselors, NA Educational Advocates, SpEd staff ● CFAs = content-area teachers ● MAP = content-area teachers 	<ul style="list-style-type: none"> ● Building counselors will run and monitor the “F” list, providing names to SpEd staff and the NA Educational Advocates ● SpEd staff may use multiple methods to provide support and intervention (push-in, pull-out, Flex, para support) ● NA Educational Advocates may use multiple methods to provide support and intervention (push-in, pull-out, Flex) ● PLC time (to plan and examine CFA and MAP data and to plan classroom-based intervention and support)

<ul style="list-style-type: none"> ● Tier 3: Student Assistance Team (SAT) - if students are not showing progress, despite tier 1 and tier 2 intervention and support, the team may call an SAT to determine if tier 3 intervention is necessary (i.e. academic and/or behavioral testing); this could lead to 504 or IEP accommodations 				
<p>All students will benefit, but there will be a focus on students who are failing classes or not showing growth on classroom assessments. There will also be a continued focus on our Native American students, students with disabilities, and LAP students. These categories often overlap, so students may receive support from multiple sources.</p>	<p>At least 70% of students identified as failing one or more classes at the end of quarter 1 will improve one or more failing grades by the end of semester 1.</p> <p>At least 70% of all students will show growth from Fall to Winter on the MAP (with special attention paid to our NA, SpEd, and LAP students).</p>			

SY 2024–2025 Math Goal #2: Based on 2024 SBA data, there will be an improvement of at least 5% on the 2025 SBA for both 7th and 8th grade.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

We will use the MAP test to measure progress toward this goal. We expect that at least 70% of students will show growth on their Winter MAP, using the Fall MAP as the benchmark. Special focus will be given to two of our lowest performing groups, based on our State Report Card: Native American students and students with disabilities. We will also pay close attention to our LAP students. These student groups will receive added intervention and support from our NA Education Advocates, Special Education staff, classroom teachers, and building counselors.

Who will monitor the progress of this overarching goal?

ELA teachers, NA Educational Advocates, Special Education Staff, building counselors, and administration

When/how often will they monitor progress toward this overarching goal?

Fall (MAP benchmark) & Winter (MAP growth check)
 Students who do not show growth on the Winter MAP may take the Spring MAP.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> ● Tier 1: PLCs use Universal Design for Learning (UDL) to ensure curriculum and instruction are accessible to each learner (tier 1) with multiple CFAs in various forms to check understanding throughout the unit ● Tier 1: CFAs - classroom teachers will analyze classroom assessment data in PLCs to determine necessary tier 1 classroom interventions (whole class re-teaching and/or review, small group instruction) ● Tier 2: “F” list - identify struggling students - academic support from SpEd staff, NA Educational Advocates, building counselors, and classroom teachers (tier 2 supports include: push-in support, pull-out support, HW club, para support, small groups during Flex) ● Tier 2: LAP - these students were identified on the Fall MAP as those scoring between 41%-60%; teachers and SpEd staff will provide added support individually and in small groups to ensure these students show growth on the Winter MAP ● Tier 2: Flex-PLCs will determine the necessary small-group intervention (tier 2) to be provided during Flex; this may include test review and retakes, re-teaching, 1:1 support, small group work ● Tier 2: After-school Tutoring/Homework Club & Native American Homework Club - with transportation (tier 1) 	<ul style="list-style-type: none"> ● Quarterly “F” list ● CFAs ● Winter MAP, Spring MAP 	<ul style="list-style-type: none"> ● “F” list = Quarterly ● CFAs = according to content area scope and sequence (daily, weekly, monthly, quarterly) ● MAP = Winter and Spring 	<ul style="list-style-type: none"> ● “F” list = building counselors, NA Educational Advocates, SpEd staff ● CFAs = content-area teachers ● MAP = content-area teachers 	<ul style="list-style-type: none"> ● Building counselors will run and monitor the “F” list, providing names to SpEd staff and the NA Educational Advocates ● SpEd staff may use multiple methods to provide support and intervention (push-in, pull-out, Flex, para support) ● NA Educational Advocates may use multiple methods to provide support and intervention (push-in, pull-out, Flex) ● PLC time (to plan and examine CFA and MAP data and to plan classroom-based intervention and support)

<ul style="list-style-type: none"> Tier 3: Student Assistance Team (SAT) - if students are not showing progress, despite tier 1 and tier 2 intervention and support, the team may call an SAT to determine if tier 3 intervention is necessary (i.e. academic and/or behavioral testing); this could lead to 504 or IEP accommodations 				
<p>All students will benefit, but there will be a focus on students who are failing classes or not showing growth on classroom assessments. There will also be a continued focus on our Native American students, students with disabilities, and LAP students. These categories often overlap, so students may receive support from multiple sources.</p>	<p>At least 70% of students identified as failing one or more classes at the end of quarter 1 will improve one or more failing grades by the end of semester 1.</p> <p>At least 70% of all students will show growth from Fall to Winter on the MAP (with special attention paid to our NA, SpEd, and LAP students).</p>			

<p>SY 2024–2025 Social-Emotional (SEL) Goal #3: Based on the 2024 EES student survey data, we will make a 5% improvement in the areas of “I enjoy coming to school” and “Most students are respectful at this school.” We are also committed to keeping our major referral data within the MTSS guidelines (80% or more at tier 1, 10-20% at tier 2, less than 5% at tier 3, keeping in mind that our numbers at the end of the 2023-24 SY (75% at tier 1, 10% at tier 2, 15% at tier 3) were higher than the previous year.</p>
<p style="text-align: center;">What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p> <p>Minute Meeting data collected by building counselors in September, PBIS data collected monthly by admin, student survey provided school-wide at semester by admin, 2025 EES student survey</p>
<p style="text-align: center;">Who will monitor the progress of this overarching goal?</p> <p>Melissa McBride and Wyndi Anderson</p>
<p style="text-align: center;">When/how often will they monitor progress toward this overarching goal?</p> <p>Minute Meeting data collected by building counselors in September, PBIS data collected monthly by admin, student survey provided school-wide at semester by admin, 2025 EES student survey</p>

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p><i>What student groups will benefit and why?</i></p>	<p>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</p> <p><i>Who else will be involved?</i></p>	<p>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</p>
<ul style="list-style-type: none"> • Minute Meetings - conducted in September to identify initial student concerns (connecting students to resources) and a possible focus for building intervention and support • PBIS - provide tier 1 instruction in September to all students to ensure school-wide expectations are understood; review these expectations weekly via morning announcements; review in January after Winter Break; provide targeted tiered support and intervention as needed to individual students or small groups • Flex - we will provide targeted tier 1 SEL instruction to all students based on PBIS data • Peer Mediation - we will collaborate with PDRC to create a peer mediation program, training students to help manage tier 1 social conflicts • Mental Health & Substance Use Support - our ESD Student Assistance Professional will provide individual, group, and whole school intervention and support (i.e. individual and group substance use education, mental health intake and referral, Wellness Club, school-wide activities and education) • Staff Professional Development - this year we are expanding our SEL instruction into the content-area classroom with Adult Core Skills and Habits of Mind; we will use staff 	<ul style="list-style-type: none"> • Minute Meeting data collected in September • PBIS data - run weekly and monthly • data collected by Student Assistance Professional throughout the year and provided at the time of the Winter CSIP review 	<ul style="list-style-type: none"> • Minute Meetings occur in September • PBIS data is run and reviewed weekly and monthly to determine the level of improvement or decline and to help plan the next steps in intervention or support • Student Assistance Professional reviews data monthly • Peer Mediators were selected in September (applications), trained in October, and will begin mediation meetings in November. Progress will be monitored weekly to see if the program is proving effective 	<ul style="list-style-type: none"> • Building counselors are the lead for the Minute Meetings • Admin are the leads for PBIS • Our Student Assistance Professional is the lead for Mental Health & Substance Use support and intervention • PDRC is the lead (in conjunction with building counselors) 	<ul style="list-style-type: none"> • Building counselors needed time and teacher support to conduct Minute Meetings • PBIS Rewards software is needed to collect PBIS behavior data • Funds are necessary to pay for monthly PBIS rewards for students who do not earn major referrals • PTO volunteers are utilized to plan and implement monthly PBIS rewards • Peer Mediation required training, transportation, meals, and curriculum materials that were all grant-funded and supplied by PDRC • Our Student Assistance Professional is a grant-funded position provided by the ESD; they use curriculum provided by the ESD • Adult Core Skills and Habits of Mind posters were provided by PASD for each classroom

meeting time to review classroom strategies for implementing these skills and habits				
All student groups will benefit.	The impact will be measured by a decrease in behavior referrals, an improvement in data collected by SAP, and an improvement in student survey data		Our Student Support Team (building counselors, admin, CCFJS, NA Educational Advocates, and District Family Navigator) meets weekly to discuss students with tier 2 and 3 needs and coordinate support and intervention.	

SY 2024–2025 Parent/Family Engagement Goal #4: Based on the 2024 EES family survey data, we will make at least a 5% improvement in the areas of “Bullying and harassment are not tolerated at this school,” “I am informed about progress toward the improvement goals of this school,” “This school tells me how to help my student with homework,” and “Parents/families have input into plans for improving this school.”				
What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?				
Feedback surveys in monthly newsletters (starting in November, after conferences) and 2025 EES family survey				
Who will monitor the progress of this overarching goal?				
Melissa McBride and Wyndi Anderson				
When/how often will they monitor progress toward this overarching goal?				
After each feedback survey				

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> Open House Parent/teacher conferences Monthly progress reports sent home from each teacher 	<ul style="list-style-type: none"> Monthly feedback surveys, starting in November 2025 EES family survey 	<ul style="list-style-type: none"> Newsletter feedback surveys will be monthly, starting in November EES family survey is given yearly 	<ul style="list-style-type: none"> Teachers, counselors, and admin are responsible for planning and hosting Open House 	<ul style="list-style-type: none"> Technology (Smore, Facebook, Google Forms, Sign-up Genius, Skyward, e-mail, robo-calls)

<ul style="list-style-type: none"> • Monthly newsletter, with feedback surveys being offered starting in November • SMS Parents Group Facebook page 			<ul style="list-style-type: none"> • Teachers and admin are responsible for scheduling, advertising, planning, and hosting conferences • Classroom teachers are responsible for sending home monthly progress reports • Melissa McBride and Wyndi Anderson will be responsible for collection/analysis of this data and planning/implementing intervention and support 	
<p>All student groups will benefit from a positive family perception of the school</p>	<p>This will help us to identify areas of concern to be addressed</p>	<p>Monthly (starting in November) and yearly</p>		