

School:	Mountview Middle School	Plan Duration (Years):	3
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Goal Description			
Goal Number:	1	Goal Title:	Effective Instruction, Technology Proficiency
Rationale for Goal:	If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	3C. Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.
Strategic Initiative(s)	<ul style="list-style-type: none"> ● Support and train staff in integrating technology into the classroom environment that supports and engages students. <ul style="list-style-type: none"> ○ Establish building-based PLC's to research, pilot, and share best practices ● Use technology to prepare students to be successful global citizens
Final Outcomes [S.M.A.R.T. Goal(s)]	90% of Mountview teachers will utilize Google Classroom and incorporate two Google Instructional applications into their classroom routines by the end of the 2018.
Interim Outcomes	Professional Development and Faculty Meeting time will be dedicated to technology instruction and sharing of classroom practices that support the Goal.

Implementation Benchmarks (Years 1-3)

Action	Supports/Resources	Timeline/Frequency
Year 1: Professional Development provided to staff so that they can create and maintain their own Google Classroom sites.	Use in-district and outside resources such as Google Certified instructors to guide staff.	PD Half Days
Teachers incorporate at least two components of Google Applications into their instructional routine tied in to Google Classroom Sites	Tech support	
Teachers utilize knowledge of technology software to lead PLC's with peers	Tech support, PD time	

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Goal Description			
Goal Number:	2	Goal Title:	Implement a comprehensive and research based model for addressing student social-emotional and health needs
Rationale for Goal:	If the district supports effective researched- based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then students will be able to utilize their knowledge and skills to maximize their learning potential.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	5A. Build an understanding of social, emotional and physical health as factors affecting learning.
Strategic Initiative(s)	<ul style="list-style-type: none"> Develop a comprehensive system of tiered support that makes most efficient use of available resources
Final Outcomes [S.M.A.R.T. Goal(s)]	By the end of the 2018-2019 school year, a comprehensive plan/curriculum for social/emotional/physical health will be written and fully delivered to all MTV students. All necessary training for requisite staff to fully implement the program will be complete as will full protocols for identifying students in need of tier 2 and/or tier 3 social emotional support.
Interim Outcomes	By the end of the 2016-2017 school year, all MTV staff will be aware of the major social/emotional focus areas for each of the three grade levels.

	<p>By the start of the 2017-2018 school year, 100% of classroom expectations sheets and posted classroom rules will reference the grade level specific social/emotional focus.</p> <p>By the start of the 2017-2018 school year, full social/emotional curriculum outlines will be complete and plan for delivery of all requisite lessons will be in place</p>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Collaboratively with administration, school psychologist and others, school counselor will fully articulate three-year sequence of social/emotional learning based on district-wide grade level themes by the end of the 2016-2017 school year.	time allocation, required curriculum resources	2016-2017 school year, then ongoing
Requisite training in DBT completed by identified staff and comprehensive plan for tier 2 and tier 3 social/emotional supports articulated and implemented by the start of the 2017-2018 school year.	time allocation, staff support	2016-2017 school year
School-wide buy-in and training in classroom level implementation of social/emotional curriculum completed by the start of the 2018-2019 school year.	time allocation, staff support, required curriculum resources, schedule modification as necessary	begin 2016-2017 school year complete 2017-2018 school year

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Goal Description			
Goal Number:	3	Goal Title:	Goal Alignment
Rationale for Goal:	Within the parameters of district and school goals, all educator goals need to be aligned in order to maximize consistency and provide the best education for all of our students.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	Domain 1: Leadership, Governance and Communication Strategic Objective: Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.
Strategic Initiative(s)	School, grade level and department goals are directly correlated to school and district goals, are based on multiple data sources, are written as SMART goals and are designed to maximize student achievement.
Final Outcomes [S.M.A.R.T. Goal(s)]	By the start of the 2017-2018 school-year, all Mountview educators will have at least one student achievement goal and at least one professional practice goal that are each SMART, collaboratively developed and clearly and succinctly linked to the School Improvement Plan.
Interim Outcomes	By the end of the 2016-2017 school year, all educators will have met formally or informally with principal or assistant principal to discuss goals and expectations. By October 1, 2016 all educators will be familiarized with the WRSD Strategic Plan and the draft of the Mountview School Improvement Plan. In each subsequent year, by June 30th, all educators will be made familiar with above referenced plans for each upcoming year. By October 15th, 2016 100% of educators who are beginning two-year self-directed growth plans, will have developed at least one professional practice goal and at least one student learning goal that are SMART and directly correlated to the SIP.

Implementation Benchmarks (Years 1-3)

Action	Supports/Resources	Timeline/Frequency
By October 1, 2016 all Mountview professional educators will receive explicit instruction regarding WRSD Strategic Plan and Mountview SIP.	Faculty meeting time, district handouts	1 hour initially, individual/small group follow up as needed
By November 1, 2016 all educators who are in evaluation cycle requiring new goals, will have met with primary evaluator and applicable department and/or grade level colleagues to collaboratively develop educator goals.	SMART goal instruction, calibration of expectations between administrators, time allotment for each staff member	Minimum one meeting per staff member
By October 1, 2016 and then as deemed necessary, all staff will be trained in effective development and implementation of SMART goals.	Faculty meeting time, handout, uniformity of expectations	1 hour initially, individual/small group follow up as needed

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Goal Description			
Goal Number:	4	Goal Title:	Aligned Curriculum
Rationale for Goal:	If educators implement an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	2B. Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content levels.
Strategic Initiative(s)	<ul style="list-style-type: none"> ● Develop a dynamic and clearly articulated 6-8 curriculum with a focus on vertical alignment. <ul style="list-style-type: none"> ○ Unpack district priority standards with instructional staff to define grade level expectations. ○ Monitor curriculum implementation to ensure consistency across and between grade levels
Final Outcomes [S.M.A.R.T. Goal(s)]	100% of Mountview teachers will identify between 5 and 7 Power Standards per subject and grade level. Power Standards will be utilized beginning in the 2017-2018 school year.
Interim Outcomes	Professional Development time on November 8 will be dedicated to the initial understanding and identification of Power Standards and Supporting Standards. Teachers will refine this lists at subsequent PD meetings and during school-based faculty meeting time.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Year 1: Power Standards and Supporting Standards are identified per grade level and subject level.	Central Office Personnel and school-based administration will work closely with teaching faculty.	PD Full Days
Teachers establish pacing guides and common assessments in support of Power Standards and Supporting Standards.	Central Office Personnel and school-based administration will work closely with teaching faculty.	PD Full Days and Faculty Meeting Time
Teachers identify instructional materials needed to support instruction of Power Standards and Supporting Standards.	Central Office Personnel and school-based administration will work closely with teaching faculty.	PD Full Days and Faculty Meeting Time