

Chief Joseph Middle School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

Increase the percentage of students meeting state math proficiency from 26.1% (Spring 2024) to 36.1% (Spring 2025) as measured by the State SBA Assessment.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Increase CJMS Math Proficiency All	<i>*Ongoing Professional Development for staff</i> <i>*Continued calibration and reflection of student data on common assessments during weekly PLC's to drive daily instruction</i> <i>*Continue to evaluate, refine and reflect on our MTSS systems</i> <i>*Offer 2 Co-Teaching Core Math Classes at the 6th grade level.</i> <i>*Offer 1 Co-Teaching Core Math Classes at the 7th grade level.</i> <i>*Offer 2 CTE Core Math Classes at the 7th grade to provide opportunities for Project Based Learning.</i> <i>*Continue to implement Universal Design for Learning (UDL) in math classes</i> <i>*Increase Math Support Class opportunities</i>	*Daily formative and/or summative assessments that are directly correlated to learning goals/state standards *Fall, Winter & Spring iReady Diagnostic Results *Yearly SBA Results 2022-2023 Results 84/223 - 37.6% 80/236 - 33.9% 72/225 - 32%	Start: End: *Continued calibration with Teaching & Learning about the Professional Development opportunities provided during the 2024-2025 school year *Utilizing CJMS Classroom Support Teacher as Math Coach during the 2024-2025 school year. *Student growth goals set based on iReady diagnostic assessment and re-evaluated at the end of the semester and school year *Weekly PLC calibration and reflection based on student data

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
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2024-2025 SMARTIE Goal #2

Increase the number of MLL students meeting expected progress based on their WIDA proficiency level from 27% in the Spring of 2024 to 37% in the Spring of 2025.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Increase MLL Language Proficiency English Language Learners	<i>*Ongoing Professional Development for staff</i> <i>*Using ELlevation</i> <i>*Designing lessons using ELD Big 3: scaffolds, visuals and social interaction</i> <i>*Explore/Implement MLL Task Force during 2024-2025 school year</i> <i>*Continued calibration and reflection of student data on common assessments during weekly PLC's to drive daily instruction</i> <i>*Continue to evaluate, refine and reflect on our MTSS systems</i> <i>*Targeted Language Instruction for MLL Students</i>	*Daily formative and/or summative assessments that are directly correlated to learning goals/state standards *Fall, Winter & Spring iReady Diagnostic Results *Yearly WIDA Results	Start: End: *Utilizing CJMS MLL Specialist as a Coach during the 2024-2025 school year. *Student growth goals set based on iReady diagnostic assessment and re-evaluated at the end of the semester and school year *Weekly PLC calibration and reflection based on student data

2024-2025 SMARTIE Goal #3

Increase the the percentage of students attending 90% or more school days from 63.3% in the Spring of 2024 to 68.3% in the Spring of 2025.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Improve Regular Attendance for CJMS Students All	<i>*Parent phone calls from attendance secretary to verify absences</i> <i>*Attendance letters sent home via mail and email</i> <i>*Student Check In/Check Out with CJMS staff as needed</i> <i>*Attendance Barrier Questionnaire completed by Counselors as needed</i> <i>*Attendance meetings and contracts with students and families as needed</i> <i>*Community Truancy Board hearings</i> <i>*Weekly home visits from CIS, Social Worker, and Counselors</i> <i>*Additional Education provided to all students and families on the benefits of regular attendance</i>	*Daily, weekly, and monthly attendance reports *Tier 2 & Tier 3 Team meeting notes with suggested interventions *Attendance barrier assessments	Start: End: *Quarterly Attendance Reviews *Tier 2 and Tier 3 Meeting Notes - Data Dashboard