



Continuous Improvement Process Plan

2018-2019

Evergreen Middle School

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<http://ems.lwsd.org>

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I. Description of School

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

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 have been School of Distinction Award winners as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school – most notably through AVID skills and strategies we are implementing school-wide. These teaching strategies included 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 our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies.

Mathematic instruction was improved through teacher collaboration in designing common assessments, using the ALEKS program and other online resources to support all students. We will continue using ALEKS for math instruction, enrichment, and remediation. Teachers across all math classes engaged students in various activities that re-emphasized 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 are provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging.

Our professional development continues to focus on the 4 Critical PLC Questions and constructing effective formative and summative assessments, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Grading and Reporting, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. 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. We also provide release days twice per year per job-alike team to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School 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 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.

III. 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%	85.6%	87.2%			
	% of 6 th graders meeting or exceeding state standards in Math	86.9%	84%	85.9%	87.8%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	89.1%	89.5%	87.2%	87.1%			
	% of 7 th graders meeting or exceeding state standards in Math	82.6%	86.7%	86.4%	83.1%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	74.3%	84.6%	84.5%	85.9%			
	% of 8 th graders meeting or exceeding state standards in Math	75.7%	88%	85.1%	81.8%			
	% of 8 th graders meeting or exceeding state standards in Science	85.4%	90.9%	89%	82.4%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

1. There were multiple scheduled activities to support the implementation of the CIP plan including: department meetings, AVID activities, Eagle Time (homeroom), release days, research instruction, job-alike meetings, team collaboration days and professional learning.
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. The sources we used were PowerBi, Washington State report card, and the Washington comprehensive assessment program.
3. School goals were determined on a collaborative basis with department and job-alike teams. Teachers looked at grading baseline assessments, SMART goals, the 4 PLC Critical Questions, and SBA Data.
4. The process used to monitor progress throughout the year included the following: common assessments, pre-assessments, post-assessments and SBA interim assessments as well as grade level team meetings and PGE teams.
5. The challenges the school and teams faced in implementing the CIP were scheduling time to meet. Because of the complexity of our master schedule, teachers do not always have common planning time, which impeded the ability to develop and analyze common assessments during school and district time.

2017-2018 Goal	Achievement Outcome
Literacy: 6-8 ELA Goal: 88% of 6 th grade students and 90% of 7 th and 8 th grade students will meet or exceed standard on the Spring 2018 ELA SBA.	Outcome: 87.2% of 6 th graders met or exceeded standard. 87.1% of 7 th graders met or exceeded standard and 85.9% of 8 th graders met or exceeded standard
<p>Narrative Reflection:</p> <p>Our 6th grade team gave many interim assessments so that students could practice using the SBA interface and see the types of questions on the test. Our conventions goal provided a structure for students to proofread their work by replicating graphic organizers. Team members participated in the Middle Level Advanced Cohort structured inquiry cycles to focus on targeted literacy skills. The 6th grade team is very pleased with our results, being that our goal was 88% and our results were 0.8% away. Students demonstrated high performance in ELA. Throughout the year the team gave interim assessments that showed students if they were At/Near or Above the targeted standard. They also used in-class formative assessments and baseline and summative writing assessments. Students performed as expected. On average, students scored 96% at or above on conventions, which was our focus for the year. We are very pleased that students performed well on the ELA SBA. Originally, only 75% were at standard in writing conventions, and this area was our PGE focus for the year.</p> <p>Our 7th grade team used common formative and summative assessments, collaborative planning, participated in the inquiry cycle and did professional development together. Based on listening skills students demonstrated in the classroom, we expected them to have lower scores in the listening portion of the SBA. The team members did a limited amount of listening skills practice prior to the SBA and expected the scores to be lower</p>	

than they were. However, in reflection, it appears that this practice helped a number of students be prepared for the SBA. They are excited that 90% of students met or exceeded standard in all 4 assessment categories.

Our 8th grade team developed assessments to measure student progress on grade level goals. Students did not meet the goal we set, however we realize that 90% is a lofty percentage and might have been too high. Throughout the year our team practiced skills with many assessments (formative and summative) that evaluated student competency in all 3 types of writing (narrative, expository, and argument). We taught students how to reflect on their writing using self-assessments and peer review which helped them analyze their work and set goals for future writing. Students scored lower on Reading proficiency than expected. We think this is because they struggled with comprehension during and after reading a range of texts. Our team was not surprised that the majority of students were above standard in Writing. Our goals have been centered around organization and transitions, so students got lots of practice in the writing category.

Math: 6-8 Math Goal: 88% of 6 th grade students, 89% of 7 th grade students, and 88% of 8 th grade students will meet or exceed standard on the on the Spring 2018 Math SBA.	Outcome: 87.8% of 6 th graders met or exceeded standard. 83.1% of 7 th graders met or exceeded standard and 81.8% of 8 th graders met or exceeded standard
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Narrative Reflection: <p>Our 6th grade team used regularly scheduled formative and summative assessments during each unit. We completed planned interventions at homeroom and held after school math help 4 days a week. We also provided enrichment and pretests to students who were already meeting goals. Throughout the year our team gave a check-in at least once a week, mid-chapter quizzes and end of chapter tests. We also gave pretests for some units. For the most challenging unit, our team collected our assessment data in a spreadsheet so that we could analyze trends and implement interventions. Our team noticed two minuses for “solve real world and mathematical problems involving area, surface area, and volume” for performance relative to the test. This is not surprising to us because our geometry unit was one of the last units before the SBA and we were a little rushed for time at that point. We are keeping this in mind for this year and are already a week ahead of schedule from where we were last year in the hopes that we can build in extra time for our geometry and statistics units. For targets I and J, we have mostly plusses and one equals across 6th grade math. Students achieved higher on these targets than we expected since statistics was also a rushed unit very close to the SBA. Overall our kids demonstrated proficiency in all targets. We also had all plusses or equals in the target “apply and extend previous understandings of arithmetic to algebraic expressions,” because this is a target that they are going to continue to work on in 7th and 8th grade and is especially important for the 6th graders jumping straight to algebra, so we are glad that they are getting a strong start.</p>

Science: 8 Science Goal:	Outcome:
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Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills (claim, evidence, reasoning) using investigations, articles, and labs.	6 th 94% of students showed some, clear & high growth in this standard. 7 th 83% of students showed clear & high growth in this standard. 8 th 46% of students showed clear & high growth in this standard.
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Narrative Reflection:

Throughout the year the following tools were used to support and implement our CIP goals:

- Scaffolded worksheets for writing claims based on evidence with reasoning – 3 times per year
- Content was relevant and engaging to students; they wrote claim, evidence and reasoning
- Embedded CER into labs
- CERs were modeled by teachers
- CERs were embedded into each unit roadmap
- Provided sentences starters

Overall proficient improved across all grade levels. For example, 38% of 8th grade students were below standard on the pre-assessment compared to 11% were below proficient at the summative assessment. 53% of 7th grade students were below standard on the pre-assessment compared to 33% were approaching standard at the summative assessment. 46% of 6th grade students were below standard on the pre-assessment compared to 14% were below proficient at the summative assessment.

Science goals were monitored using CERs embedded in formative and summative assessments.

In 6th grade, writing a claim based on evidence is a strong focus. In 7th grade, our focus was identifying correlating evidence to the claim. 8th graders focus on providing reasoning to link evidence to a claim.

<p>Achievement Gap Goal: 57% of 6th grade students with IEPs will meet standard on the ELA SBA and 38% will meet standard on the Math SBA.</p> <p>53% of 7th grade students with IEPs will meet standard on the ELA SBA and 44% will meet standard on the Math SBA.</p> <p>50% of 8th grade students with IEPs will meet standard on the ELA SBA and 35% will meet standard on the Math SBA.</p>	<p>6th – ELA 35% Math 32%</p> <p>7th – ELA 43% Math 37%</p> <p>8th – ELA 41% Math 22%</p>
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Narrative Reflection:

Last year, we used many different strategies to support our CIP goals, such as: marking the text, teaching growth mindset, peer to peer checks, allowed verbal responses, scribing, visual for content vocab, SIOP strategies, checks for understanding, breaking down questions, graphic organizers, student self-assessment and self-reflection. We also asked to be invited to ELA and math curriculum training if it is can be used or supplemented with our curriculum. Furthermore, we asked for full access to modified versions of the curriculum and asked for professional development opportunities.

The students with IEPs disproportionately did not meet standard on the SBA compared to their non-disabled peers in both ELA and Math. Students with IEPs did not meet the achievement gap goal that was set last year for any grade level on the ELA test. 6th graders with IEPs taking the math SBA did not meet the overall achievement goal set last year with an overall passing percentage of 32.4%. 7th and 8th graders taking the math SBA did not meet the overall achievement goal set last year either; however, 7th grade math had a 5.1% increase in pass rate, and 8th grade math had a 3.8% increase from the previous year's testers.

We monitored progress through disseminating IEP goal data, looking at overall progress made by students on math and reading fluency/comprehension activities, and through assessment data gathered from quarterly language arts and mathematics testing. We also used re-evaluation information to more broadly determine how much progress was being made between evaluation cycles for each student.

Overall, students did not meet their achievement criteria. We analyzed the previous year's data and identified a goal percentage based on the growth shown; however, we did not consider the number of ELL special education students who did not meet standard the previous year. This omission created a larger than average number of special education students who did not pass SBA tests in math or ELA. Language barriers make it difficult for this subgroup of students to read and connect with the texts. Students with disabilities can struggle to keep up with grade-level expectations in areas that have been identified through IEPs, making it more difficult for them to perform similarly to same-aged peers. We continue to support ELL special education students as our pass rates are low for students who receive ELL services and are disproportionately low for special education. Finally, we need access to language arts curriculum that will support our learners who are low in comprehension but high in fluency.

College and Career Readiness Goal: The Counseling Department will ensure that 97% of 8 th grade students will be registered with Career Cruising by June 2018, including the completion of the Interest Inventory and the selection of three careers of interest.	Outcome: 83% of 8 th grade students registered with Career Cruising, completed the Interest Inventory, and saved their selections for at least three careers into their portfolios.
Narrative Reflection: We utilized the 8 th grade Language Arts classrooms to present a lesson on Career Cruising to our 8 th grade students. We went through a Power Point presentation and	

then helped kids log in and complete the activities listed above. We utilized our administrative access to Career Cruising to collect data and monitor student progress throughout the year. We held make-up sessions for students who missed the initial classroom presentations, along with one-on-one follow-up appointments to reach as many students as possible. There were several factors at play that brought our total percentage down, including new enrollments at the end of the school year, extended absences for several students, technical issues, and having included into our total number a handful of students in our Special Education programs whose HSBPs will utilize a different approach than the majority of LWSD students. 83% of our 8th grade students fully completed all of their Career Cruising activities. The biggest celebration, however, was the sheer excitement these activities generated in our students; they were thrilled to talk about the endless possibilities that their futures hold. We feel that we need to involve not only the 8th graders in career development, but the 6th and 7th graders as well this year. We are hopeful that the user-friendly interface of Xello will help more students access the career activities and relevant information available.

School Effectiveness Goal: 0% of staff will choose “strongly disagree” for the item “Teachers provide feedback to each other to help improve instructional practices” on the Nine Characteristics Survey.	Outcome: Agree Completely=13% count 3 Agree mostly= 50% count 12 Agree slightly= 25% count 6 Do not agree at all= 12.5% count 3
Narrative Reflection: We did not meet this goal from last year, as a staff we are focused on implementing more teaching strategies and professional learning to help give our teachers more tools in the classroom. We are going to encourage learning walks, coaching cycles and teacher led professional development. The most surprising ah ha from the data was to see that only 24 staff members took the 9 characteristics survey. This year we are going to intentionally schedule time for staff to take this survey during their scheduled work day.	
Attendance Goal: 96.4% of our student body will attend school regularly.	Outcome: Unexcused absent rate was 0.51%.
Narrative Reflection: The percentage of unexcused absences for the 2017-2018 school year was 0.51%. We did not meet our goal; our unexcused attendance rate went up. This could be the implementation of a new tracking system for attendance. For this next year we are focused on a more proactive approach with parents and the community to help educate on why attendance is important and what we can do as a team to help encourage students to be at school.	
Discipline Goal: We will reduce our suspensions by 50%.	Outcome: Total number of suspensions went from 47 in 2016-17 to 12 in 2017-18.

Narrative Reflection:

The total number of suspensions for the 2017-2018 school year was 12. We were able to meet our goal of decreasing our number of suspensions by 50%. The administrative team created a Behavior Cycle of Intervention to assist with teachers on when to provide what types of consequences. This allowed students to be given multiple reminders and opportunities to change behavior prior to that consequence turning into a suspension.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
Literacy: 6-8 ELA SMART Goal: 89% of all students will meet or exceed standard on the 2019 ELA SBA
Process used to determine goal: To determine this goal, we looked at the passing rate of our current students on last year's SBA and increased our goal percentage by 1% based on the previous number of students meeting or exceeding standard. Furthermore, after looking at the data, we were surprised to see that our students performed the lowest in the reading comprehension strand. For this reason, we will focus on reading comprehension as well as writing organization.
Responsible individual or team: All 6-8 LA/SS teachers, support staff, and administrators.
Strategy/ies that will be implemented to support goal: Strategies we will use to achieve this goal include using our Step Up to Writing curriculum, including our baseline and summative writing assessments as measurement tools, graphic organizers, and formative essay assignments. We are using Flex time to provide intervention for students who demonstrate a need for extra support. Furthermore, for our PGE baseline, we are giving students a 2-page story to read with detailed comprehension questions about the text. Each question correlates to a reading standard of focus. We plan to use more audio options for reading novels to differentiate modalities. We will create more detailed comprehension questions to test understanding on content instead of broad concepts. This will help us analyze whether students truly understand the concepts we focus on in a given text. Finally, we are developing scaffolds for the writing process, breaking it down into smaller steps. For example, instead of giving students a whole essay prompt and having them fill out a graphic organizer, students will write a paragraph (with specific content for each revealed one at a time) so we can focus on the depth and accuracy of the <i>content</i> of each paragraph to ensure that students understand the material.
How challenge and rigor will be ensured for all students:

We use our PLC model to share student data, assessment plans, and instructional strategies to meet the needs of all students. We anticipate using a Professional Learning Coach to facilitate learning walks in the Spring. We will draw on our experience last year in the Advanced ELA Middle Level CCSS Cohort and utilize a team release for unpacking standards and planning differentiated instruction.

How necessary interventions will be determined:

We plan to give multiple SBA interim assessments and use our summative writing assignments to monitor student progress and determine interventions needed.

Any professional learning needed:

We need time with our PLC to plan and reflect on student progress. Our new team members are participating in professional development to further our goals. We will need to schedule a release day to plan instruction and student learning tasks.

Any resources needed and plans to obtain them:

Access to CCSS – which we have.

Timelines and Progress Monitoring Plans:

We will share our data on summative assessments throughout the year. We give our baseline assessments in the Fall and our summative assessments in the Spring. We have weekly PLC meetings. We have multiple formative writing assessments with every unit.

Math: 6-8 Math SMART Goal: 88% of all students will meet or exceed standard on the 2019 Math SBA

Process used to determine goal:

We analyzed the SBA data for our math students. We calculated the proficient percentage by taking the number of students proficient and dividing by the number of students that took the test. We did this for each of the past three years so that we could also look at the trend – if the percent proficient has been increasing or decreasing and by how much each year. It is unfortunate to see a downward trend. 87% from last year is good, but we want to reverse this downward trend.

Responsible individual or team:

All 6-8 math teachers, support staff, and administrators.

Strategy/ies that will be implemented to support goal and how necessary interventions will be determined:

For each unit, we strive to answer the 4 essential questions: (1) What do we want students to know? (2) How do we know if they know it? (3) What do we do if they already know it? (4) What do we do if they still don't know it? We format a unit by identifying learning targets to help to answer question 1. To help us answer question 2, we give regular formative assessments in the form of check-ins and mid unit quizzes.

Using the information from these check-ins we have regular small group interventions with students who are still struggling on the material (question 3), while the rest of the students work on their ALEKS pathway tailored to their specific learning. We also have

interventions and review sessions during Flex time and host two after school math help sessions every week. Additionally, we identified students who we anticipated needing more support based on test scores and scheduled them for a co-taught class so that they work with kids at the same level and feel more comfortable asking questions and having mathematical conversations. Also, if a student is not proficient on an end-of-unit test, we provide intervention and test corrections before they retake the test to show proficiency.

How challenge and rigor will be ensured for all students:

For each unit, we give a pretest to design appropriate instruction for all students. Students who pass the pretest provide help to other students and also work through an enrichment packet to delve deeper into the unit's material. They work on tasks such as developing stories for a fraction problem, writing review worksheets for their peers, and doing problems from the 7th grade math book on integers, topics that we will not get to this year. Fitness classes will also work to integrate math in their classes by engaging students in data collection and graphing in connection with the President's Physical Fitness Test. Students are asked to graph averages and percentages to support student learning in math and apply conceptual understanding.

Any professional learning needed:

We are working with a district coach to help us help our students with group work. We have a focus this year on students effectively using group roles and sentence starters so that they can help each other and build on each other's ideas. Our coach has been bringing materials to our meetings about different group tasks that we can use to encourage collaborative mathematical conversations that fit into our units. When students can hear information from their peers and ask questions like, "Can you explain your thinking on this question?" it helps all parties involved remember the concepts better. Additionally, some members of our team attended co-teaching training over the summer. One member of our team recently attended a We Video training so that we can record videos for our students completing the enrichment. They can watch these videos and be self-sufficient in the classroom while we spend our time with the rest of the class on teaching and intervention. Finally, one of our members is soon attending a safety net training which will also include information on administering interim SBA assessments. We need more professional training on how to best use ALEKS to monitor student growth. We would also benefit from training on Big Ideas to maximize use of the curriculum.

Any resources needed and plans to obtain them:

We are seeking resources such as Jo Boaler's group work from her site youcubed, resources on growth mindset, and resources from Illustrative Mathematics and Inside Mathematics that align with the Common Core State Standards and provide deeper conceptual understanding for students. We need a release day so that we can work together as a team and plan. We also need time and communication between job-alike teams.

Timelines and Progress Monitoring Plans:

We will monitor progress toward the goal through end-of-unit tests, with the goal that all students pass these tests as we progress through the year so that they demonstrate conceptual understanding. If students do not pass the first time, they have a retake

option. Our timeline is flexible depending on student progress, but each unit takes about 3 weeks and we aim to complete all units in the textbook before the SBA. We will monitor the Knowledge Check on ALEKS and use SBA Interim Assessments to assess student progress toward meeting standard on the SBA.

Science: 8 Science SMART Goal: 85% of 8th grade students will meet or exceed standard in Practices and Crosscutting Concepts in Physical Science and Crosscutting Concepts in Life Sciences on the 2019 WCAS

Process used to determine goal:

Based on anecdotal evidence from the science department, we observed students struggle reading graphs and analyzing data to create a claim or conclusion based on the data presented. Many questions on the WCAS include interpreting data and graphs, so our goal will better prepare students for this important skill and state assessments.

Responsible individual or team: All 6-8 science teachers, support staff, and administrators

Strategy/ies that will be implemented to support goal and how challenge and rigor will be ensured for all students:

We will provide many opportunities to practice interpreting data and graphs in class and embed opportunities to collect, record, and analyze data in labs. We plan to explicitly teach and apply the skill of interpreting data across content areas, providing multiple data types (e.g. graphs, data tables, charts, infographics, models). Students will learn to evaluate relevant and current research, recognizing patterns. Furthermore, we will provide scenarios that have multiple data sets, selecting one that matches/explains the phenomena. Students will learn to select relevant data and to use different mathematical tools to evaluate data (mean, mode, range). Finally, we will incorporate technology (Excel, document sharing) to review data.

How necessary interventions will be determined:

We will monitor student learning through consistent use of formative assessments, including exit tickets, student science journals, Microsoft forms, and student contributions in class OneNote notebooks.

Any professional learning needed:

We need collaborative work time to review student growth and research current data trends. We will identify best practices to teach data analysis.

Any resources needed and plans to obtain them:

We need release time with our job-alike teams to analyze student data and plan instruction. We will identify local trainings to implement NGSS Practices. We will collaborate with the Eastlake Learning Community to create assessments addressing NGSS Practices.

Timelines and Progress Monitoring Plans:

We will develop job-alike formative assessments to identify student growth and need.

<p>Achievement Gap SMART Goal: The percentage of students who receive Special Education Services who perform below standard on the SBA will decrease by 8%.</p> <p>Process used to determine goal: We analyzed student achievement on the SBA last spring and realized an overall decline in student performance for students who receive Special Education Services. We want to meet students where they are in their learning and create environments where students feel safe to take risks and push their learning to a higher level.</p> <p>Responsible individual or team: All teachers and support staff for students receiving Special Education Services and administrators.</p> <p>Strategy/ies that will be implemented to support goal: We will explicitly teach reading and writing strategies: marking the text, verbal responses, scribing, visuals for content vocabulary, graphic organizers, checks for understanding, and breaking down questions. In addition, we will work with students on maintaining a growth mindset and implementing self-assessments. We will use SIOP strategies and peer-to-peer checks to scaffold information and support understanding of content.</p> <p>How challenge and rigor will be ensured for all students: We will assess student progress regularly to plan instruction and provide opportunities for students to productively struggle in their learning.</p> <p>How necessary interventions will be determined: We will collect data weekly on student progress toward IEP goals, using this information to plan instruction and interventions.</p> <p>Any professional learning needed: Math teachers need training on the new math curriculum. Reading teachers need training on new curriculum once it is adopted by the district.</p> <p>Any resources needed and plans to obtain them: We need access to age-appropriate curriculum that fosters the development of critical skills tied to State Standards. We feel that the current curriculum does not meet the needs of our students, especially students who also qualify for English Language services.</p> <p>Timelines and Progress Monitoring Plans: We collect data on a weekly basis based on IEP goals and evaluation cycles, which correspond to quarterly updates mandated through the IEP process.</p>
<p>College and Career Readiness SMART Goal: Our goal is to create and implement Xello (formerly Career Cruising) lessons for all three grade levels.</p>

Process used to determine goal:

We chose this goal because college and career readiness is a major component of the ASCA National Model. We feel that we need to do more to incorporate college and career exploration will all our students.

Responsible individual or team:

School counselors, support staff, and administrators.

Strategy/ies that will be implemented to support goal:

We will create lessons to be delivered in ELA classes to introduce students to the Xello program. We will facilitate classroom guidance lessons to all our 8th grade students. We will also create lessons for 6th and 7th graders that teachers can facilitate during personalization time.

How challenge and rigor will be ensured for all students:

While Xello activities are only required of 8th graders as part of their High School and Beyond Plan, we feel early exposure to Xello will benefit our 6th and 7th graders as well. For this reason, we will create lessons for these grade levels.

Any professional learning needed:

The counseling building representative will need to complete the Xello trainings at the district office in order to achieve our goal. Two of the trainings have been completed, and three more are on the calendar for this year.

Any resources needed and plans to obtain them:

Resources such as administrative access to the Xello program will be needed by the counselors in order to monitor progress. Counselors will monitor the students' Xello accounts online periodically starting in January to ensure that all students have active accounts and are completing the assigned activities by certain deadlines. All 8th graders must complete their activities by the last day of school to be recognized as having completed the 8th grade requirements.

School Effectiveness SMART Goal: 100% of our staff members will complete the Nine Characteristics Survey

Process used to determine goal:

In looking at our participation rate last year on the Nine Characteristics Survey, we realized that only 25% of staff members completed the survey. We want to receive feedback from every staff member in our building, so we can better understand how successful we are in meeting the needs of students, staff, and our community.

Responsible individual or team:

Building Leadership Team, including Administration.

Strategy/ies that will be implemented to support goal:

We will intentionally work on building trust and safety within our school culture by being transparent in our communication and decision making, fostering a growth mindset,

receiving feedback, and implementing a shared vision of success. We will provide staff with time to take the surveys, including the Nine Characteristics at the end of the year.

Any resources needed and plans to obtain them:

The Culture Code by Daniel Coyle

Timelines and Progress Monitoring Plans:

We will survey staff three times during the year to receive feedback, assess progress, and plan next steps in building an efficient and successful school culture where staff feel comfortable providing honest feedback.

Attendance SMART Goal: We will decrease our percentage of chronically absent students from 10.78% to 5%

Process used to determine goal:

We reflected on our attendance data and realized that more than 10% of our students missed at least 10% of school last year, which has a tremendous, negative impact on student learning. Because we want all students at school, learning, and reaching their full potential, we aim to reduce barriers and support students in attending regularly.

Responsible individual or team:

All Evergreen Staff.

Strategy/ies that will be implemented to support goal:

Partner with our attendance specialist and utilizing the BECCA process; consistent parent communication about attendance issues; seeking to understand the barriers for individual students who are chronically absent and creatively looking for ways to address barriers; creating a strong, student-centered school culture where students want to be part of the learning community.

How necessary interventions will be determined:

Strategies and interventions will be brainstormed and identified at Student of Concern meetings and implemented through the Student Intervention Team.

Any professional learning needed:

At every staff meeting, we will deliver SEL and/or PBIS strategies to our staff.

Any resources needed and plans to obtain them:

Phase 1 implementation of Character Strong curriculum to support SEL needs of students.

Timelines and Progress Monitoring Plans:

Attendance secretary will run bi-weekly reports to identify students with a high absence rate; parents will be contacted; ongoing communication with Attendance Specialist; Meetings with parents and/or student to identify barriers and provide appropriate support.

Discipline SMART Goal: We will decrease our number of out-of-school suspensions from 51 to 26.

Process used to determine goal:

We looked at previous years goal and found that last year we significantly increased our out of school suspensions. Evergreen believes we need to have students in school if we are going to decrease the achievement and support all student's academic/SEL growth.

Responsible individual or team:

Evergreen Staff.

Strategy/ies that will be implemented to support goal:

PBIS (Positive Behavior Intervention and Support), SEL (Social Emotional Learning), YES (Youth Eastside Services) counselors, school counselor intervention, FLEX offerings on stress, anxiety and organization. Our plan is to give our students tools to help regulate their behavior and reactions to negative behavior. We as a school will look at other ways to intervene with students when negative behaviors arise, using our PBIS strategies.

Any professional learning needed:

At every staff meeting, we will deliver SEL and/or PBIS strategies to our staff.

Any resources needed and plans to obtain them:

Phase 1 implementation of Character Strong curriculum to support SEL needs of students.

Timelines and Progress Monitoring Plans:

Each month the administration will look at school suspension data to determine if we are consistent in our discipline process and in what ways could we respond to student behavior in a more positive manner. This information will be given to staff during staff meetings and through our weekly Principal's Bulletin.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

Each year our counseling staff sends home a Parent Needs survey at the beginning of October. Through this survey our parents/community members are provided the opportunity to give feedback. The Principal meets monthly with the PTSA, allowing for fluid communication between the school and parent community.

Timelines and Progress Monitoring Plans: Ongoing.

2018-19 Strategies to inform parents, families and the community in the CIP process:

ELA/Science/Math:

- Email/phone communication
- Invite parents to volunteer at the Humanities/Social Science clubs and after-school activities
- PowerSchool
- Involving parents in nightly homework and reading
- Working with 5th grade teachers
- Parent volunteers for any possible field trips or activities
- PTSA grants
- Agenda checks
- Communication with parents of struggling students for extra help/support
- Parents volunteer in classrooms & clubs
- Send out parent & student surveys about strategy and content, etc.
- Send student work (Project Based work) which involves the community
- Identify Community leaders to work in classrooms to teach/assist/inform students
- Explora-vision project/competition helps identify community needs and reach student-based solutions.
- Students work in digital notebooks which parents are given a read-only link, so they can stay up to date with their student's classwork.
- Parents are given a read only link to the teacher content library on OneNote, so they can see files and calendar items
- The math team involves parents through math club parent volunteers.

AVID:

- Members of the community are at Evergreen on a weekly basis for student tutoring.