

# Enumclaw Middle School

## School Improvement Plan

2016-17

### District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all students in these and other achievements

### Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

<b>IMPROVEMENT GOALS</b> What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	<b>IMPROVEMENT ACTIVITY</b> What initiatives or activities will occur to accomplish this goal?	<b>TIMELINE</b> When will this activity begin and end?	<b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?	<b>EVIDENCE OF EFFECTIVENESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?	<b>PROFESSIONAL DEVELOPMENT AND SUPPORT</b> How will staff acquire the necessary skills and attitudes to implement this activity?  What are the existing and/or new resources that will be used to accomplish this activity?
<b>Improve Student Achievement in Literacy, Numeracy and High School Graduation</b>					
<ul style="list-style-type: none"> <li>• To improve student literacy across content areas and improve numeracy in math.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will examine the characteristics of what it means to be College and Career Ready, link these characteristics to Key Shifts of the Common Core in ELA and Math and identify their literacy focus based on their examination of the Washington State Learning Standards (WSLS)</li> <li>• Staff will utilize the PLC structure to deepen their understanding of their Content Area focus in literacy or numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Begins during August Inservice and the identified focus will continue all year</li> </ul>	<ul style="list-style-type: none"> <li>• The structure for the work is designed by the administration and the oversight is supported by the building Leadership Team</li> <li>• A PLC agenda framework designed by the administration will be piloted while allowing staff to</li> </ul>	<ul style="list-style-type: none"> <li>• Examine student literacy and numeracy data through STAR progress monitoring during the year</li> <li>• PLC effectiveness will be monitored during the year through anecdotal records of building leadership and administration. Staff will</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will utilize additional contract hours provided in the EEA contract to identify professional growth activities tied to improving their understanding of literacy and numeracy in their content area</li> <li>• Staff will be trained in the use of the STAR assessment</li> <li>• Continued job-embedded training tied to effective PLCs will occur during the year based on anecdotal evidence collected.</li> </ul>

	utilizing the Inquiry Cycle of: <ol style="list-style-type: none"> <li>1. Identify aspect of teaching identified for improvement</li> <li>2. Collaborate with colleagues on strategies and assessment</li> <li>3. Implement strategies</li> <li>4. Evaluate outcomes with colleagues and decide on next steps</li> </ol>		modify for their effective use	review the process during the mid-part of the year tied to their mid-year TPEP inquiry cycles conferences with administration.	
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**Reduce the Learning Gap for All Students in These and Other Achievements**

<ul style="list-style-type: none"> <li>● To improve instructional practices and support systems to close the learning gap for all students</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will identify the learning gap of focus either for their content area as a PLC or by their classrooms as individuals. This focus will translate into their TPEP Student Learning goal.</li> <li>● Restructure the school day for SWD to provide core grade level instruction as well as additional time for instruction and intervention to support identified needs             <ol style="list-style-type: none"> <li>1. 6-8 students assessed below grade level in reading and writing will be placed in READ 180 along with their core ELA class</li> <li>2. 6-8<sup>th</sup> grade students who are below grade level in math will receive directed support through enrollment in DreamBox</li> <li>3. Identify 6<sup>th</sup>/7<sup>th</sup> students for appropriate placement in a general education math class along with a resource math class</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Staff will examine summative data in August and follow up with formative classroom data during the month of September- goals will be formulated in October and reviewed in November</li> <li>● Special Education teachers will provide intervention leadership and oversight</li> <li>● Math and ELA staff will provide leadership and oversight tied to core curriculum instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Administration will provide summative data</li> <li>● Teachers will generate formative classroom data</li> <li>● Administration will develop the process for goal writing and review</li> <li>● Grade Level PLC teams will monitor “gap” students during each of the grading periods</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of effectiveness will be reviewed during PLC grade periods as well as individual TPEP inquiry cycles.</li> <li>● Reading/Writing Students will be progress monitored using tools in the READ 180 program with the goal of students reading at or above grade level</li> <li>● Math students will be progress monitored using DreamBox assessment.</li> <li>● Data collected from last year indicated that student enrolled in READ 180 had higher growth rates than their peers.</li> <li>● Data collected from last year indicated that students enrolled in DreamBox grew at a rate 2x that of their cohort peers</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will be trained in understanding how to read the Student Growth Reports as well as how to access data to identify learning gaps</li> <li>● 1 initial training in August and coaching follow-up for teachers in READ 180</li> </ul>
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	<ul style="list-style-type: none"><li>• Team teach classes where SWD are “pushed-in” and modify what “team teaching” looks like to address available time and resources</li></ul>				
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