

Enumclaw School District
 EMS SCHOOL IMPROVEMENT PLAN
 2018 - 2019

Current Student Achievement Scores:

	ELA	MATH	SCIENCE
Grade 6	59%	52%	
Grade 7	59%	55%	
Grade 8	72%	62%	67%

Student Achievement Analysis:

Analyze your individual school achievement data. What are areas of strengths and areas in need of improvement? What trends or patterns emerge? Where are there achievement gaps?

Strengths:

- Above state average in every content at every grade level, except 7th grade ELA (WA. ST. 61% vs. EMS 59%) in 2018.
- 8th grade EMS students achieved 12% higher in ELA than the state average in 2018 .
- 8th grade EMS students achieved 14% higher in Math than the state average in 2018.
- 8th grade EMS students achieved 12% higher in Science than the state average in 2018.
- Minimal achievement gap in science when comparing low-income vs. non low-income & special ed. Vs. non-special ed ((2017 data) -8.7% and -5.1% respectively)
- Closed the 8th grade achievement gap in reading between non-special ed. and special ed. by 39.2% from 2014 - 2017
- Closed the 8th grade achievement gap in reading between non low-income and low income by 17.2% from 2014 - 2017
- Closed the 8th grade achievement gap in math between non-special ed and special ed by 15.4% from 2014-2017
- Closed the 6th grade achievement gap in reading between non-special ed. and special ed. by 22.7% from 2014 - 2017
- Closed the 6th grade achievement gap in math between non-special ed and special ed. by 8.7% from 2014-2017
- Decreased student suspensions from 75 total suspensions in the year 2014-15 to 50 total suspensions in the year

2016-17

Gaps:

[6th grade](#) sub group gaps

[7th Grade](#) sub group gaps

[8th grade sub-group gap](#)

In Literacy, please address both a school-wide SMART goal and identify a subgroup student growth goal. In Math and Science, please establish a school-wide SMART goal. (Specific, Measurable, Attainable, Realistic, Time Bound)

Literacy	<p>Improve overall achievement in ELA resulting in a 6% increase in proficiency in ELA SBA cohort data: (current 6th graders, from 59% last year to 65% this year; current 7th graders, from 59% last year to 65% this year; current 8th graders 72% last year to 78% this year)</p> <p>Close the achievement gap by 6% between non-special ed and special ed, as measured by ELA SBA cohort data: (2017 data) decrease current 6th grade gap from -26.7% to -20.7%; decrease current 7th grade gap from -34.4% to -28.4%; decrease current 8th grade gap from -32.2% to -26.2%)</p>
Math	<p>Improve overall achievement in Math resulting in a 6% increase in proficiency in Math SBA cohort data: (current 6th graders, from 52% last year to 58% this year; current 7th graders, from 55% last year to 61% this year; current 8th graders 62% last year to 68% this year)</p>
Science	<p>Improve 8th grade achievement in science resulting in a 6% increase overall in proficiency as measured by the Washington Comprehensive Assessment of Science (WCAS); from 67% achievement in 2018 to 73% achievement in 2019.</p>



INSTRUCTIONAL IMPROVEMENT

K-12 Mathematics

Evidence of Effectiveness

School level (EMS):

During the 2018-19 school year, EMS's focused professional development will encompass assessment, feedback, and technology.

Tied to the instructional focus are specific 5D+ indicators which will be explored in-depth. They include: P1, P3, P4, P5, A1, A2, A3, A4, A5

[5D+ Rubrics](#)

Systems Level (ESD)

Develop a K-12 shared understanding of a mathematics vision needed for the innovation era and begin implementation of high leverage math teacher and student practices.

School Level (EMS)

Observed during classroom walk throughs, observations, and Studio Classroom peer observations will be:

- Students assess their own learning in relation to the learning target and success criteria. Students should be able to answer the following questions; What am I learning? Where am I in my learning progression? What is my next learning step?
- The teacher creates multiple assessment opportunities and expects all students to demonstrate learning
- Assessment methods include a variety of tools and approaches to gather quality information including technology
- There are observable systems and routines for recording and using student assessment data
- Assessment criteria, methods and purposes are transparent and match the learning target

Systems Level (ESD)

- Observations will show an increase focus on developing concepts and procedures through problem solving, reasoning and discourse.
- Observations will show evidence of an increase in the amount of time students are actively involved in making sense of mathematical tasks by using varied strategies and representations, justifying solutions, making connections and considering the reasoning of others.
- Observations will show evidence of teachers intentional implementation of teacher and student math practices.
- Products from classroom learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era

Action Steps	Timeline	Leadership Responsibility
<p>1. Spring, 2018 foundational learning 6-12 Math teachers - Establishing the why</p> <p>1. 4 PD Release days: -Communicating and Developing a Shared Understanding of the Mission and Vision</p> <p>-Understanding and Begin Planning for Implementation of Teacher and Student Practices</p> <p>2. 6-12 Team to NCTM Conference in Seattle</p>	<p>Day #1: Middle - Sept. 19</p> <p>Day #2: Middle - Dec. 12</p> <p>Day #3: Middle - Feb. 6</p> <p>Day #4: Middle - April 10</p> <p>November 28 - 30, 2018</p>	

6-12 Project, Problem, Challenge based Learning	Evidence of Effectiveness
<p>Building Level (EMS) EMS students will know that their expertise, opinions and ideas are valued in all aspects of school life. Student Voice permeates all levels of our work together, from students participating in small group classroom conversations to students partnering in curriculum design or establishing school norms and policy.</p> <p>Systems Level (ESD) Secondary staff will explore and learn strategies to develop authentic and engaging learning experiences focused on skills and dispositions for the innovation era.</p>	<p>Building Level (EMS)</p> <ul style="list-style-type: none"> ● Students will identify and lead EMS's theme for the 2018 school year ● Students will lead each assembly ● Students will lead EMS's Green School initiative ● 8th grade students will be involved in exit interviews <p>Systems Level (ESD)</p> <ul style="list-style-type: none"> ● Student feedback data will indicate increased engagement, voice and choice in their daily experience ● Products from classroom learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era ● Classroom observations will demonstrate an increased presence of project-based learning experiences ● Instructional Leadership Cadre teachers will demonstrate student growth in the skills and dispositions for the

		Innovation Era through the use of rubrics and other assessment tools & strategies
Action Steps	Timeline	Leadership Responsibility
<p>Select and train a 6-12 Instructional Leadership Cadre to learn and explore the practices of creating and implementing problem-based learning lessons and/or units of study in a 1:1 connected classroom environment. Jeff Utecht, professional development partner</p> <p>Middle school teaching staff 2-hour Foundational Learning for Problem, Project, Challenge-based Learning with Jeff Utecht</p>	<p>Secondary Training #1 October 31 Secondary Training #2 January 10 Secondary Training #3 March 14</p> <p>January 10, 2019</p> <p>March 21, 2019</p>	

6-12 Science Implementation	Evidence of Effectiveness	
EMS teachers will work with teachers from Thunder Mountain Middle School to develop a shared understanding of a common scope and sequence for 6-8 science. Science teacher will continue to develop units, lessons, and assessment that align with the NGSS.	<ul style="list-style-type: none"> EMS teachers will have a strong understanding of the NGSS, including core disciplinary ideas, crosscutting concepts, and the science and engineering practice for their grade level EMS and Thunder Mountain will engage in a data cycle around summative assessment 	
Action Steps	Timeline	Leadership Responsibility

<ol style="list-style-type: none"> 1) Implementation of revised scope and sequence to represent a spiraled curriculum. 2) Development of lessons that are aligned with the NGSS. 3) Development of assessments that are three dimensional in nature. 4) Ongoing discussions of best practices in science instruction. 	<ul style="list-style-type: none"> ● Weekly PLC ● Quarterly PLC with Thunder Mountain 	<ul style="list-style-type: none"> ● Science team PLC ● Professional development guided by ESD
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Digital Learning Environment	Evidence of Effectiveness	
<p>EMS will engage in monthly professional development and trainings that will focus on the Google platform and extensions that will enhance the learning process. Professional development will also identify and allow for discovery in how technology can further support our school-wide instructional initiative of assessment and feedback.</p>	<p>Observed during classroom walk throughs and observations will be:</p> <ul style="list-style-type: none"> ● Students assess their own learning in relation to the learning target and success criteria; Students should be able to answer these three questions: What am I learning? Where am I in the learning progression? What is my next learning step? ● The teacher creates multiple assessment opportunities and expects all students to demonstrate learning ● Assessment methods include a variety of tools and approaches to gather quality information including technology ● There are observable systems and routines for recording and using student assessment data ● Assessment criteria, methods and purposes are transparent and match the learning target 	
Action Steps	Timeline	Leadership Responsibility

<p>3 hours of staff determined time will be dedicated to incorporating technology into classroom lessons. Staff may attend a Genius Hour, 1:1 training from Jennifer Longmire, or collaborative work among EMS and ESD staff. This training is not exclusive to certified staff. All staff are encouraged to participate in technology learning.</p> <p>Specific Google training for para-educators has been completed with opportunities to attend any and all trainings offered throughout the year.</p>	<p>Please follow link to PD calendar</p>	<p>Administration - facilitate and/or secure PD opportunities</p>
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WHOLE CHILD

Equity Initiative	Evidence of Effectiveness
<p>All staff will continue to expand understanding and responsiveness to teaching and learning with a racial equity lens.</p> <p>As a system we will focus on celebrating and honoring cultural diversity.</p>	<ul style="list-style-type: none"> ● Decrease the achievement gap between non-special ed vs. special ed. Students in math and reading ● Decrease the achievement gap between non-low income and low income students in math and reading ● Decrease the achievement gap between students of color and white students in math and reading

An examination of support and services for our Latino students will be conducted.		
Action Steps	Timeline	Leadership Responsibility
Data Carousel 3X per year Equity training 1X per year Opportunities for cultural representation during assemblies, Leadership Training for Latino students at La Chispa	Please follow link to PD calendar	EMS administration EDS administration

ACE's and Resiliency		Evidence of Effectiveness
Expand our understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACES).		<ul style="list-style-type: none"> • Additional training developed and available for schools • "On demand" level 1 ACES training created and available • Resources will be developed, principals will use with staff
Action Steps	Timeline	Leadership Responsibility
1. Resilience Movie and PD package created for use by buildings	Fall/Winter/Spring Fall	

<p>2. One hour ACES training developed and available "on demand" (classified staff, new staff).</p> <p>3. Resources developed and shared with principals (Leadership team meetings, agenda).</p>	Ongoing	
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TIERED SYSTEM

Tiered System of Support		Evidence of Effectiveness	
<p>In the 2018-19 school year, EMS will continue to develop a tiered system of support to focus attendance, grades, and behavior</p>		<p>A team of teachers and specialists, who define and begin to implement a workable system for implementing interventions for student academic and behavioral support.</p>	
Action Steps	Timeline		Leadership Responsibility
<ul style="list-style-type: none"> ● MTSS team will collaborate regularly to identify the intervention needs of EMS ● Cultural Center support ● Student Support Team meetings ● Bi-monthly SPED department meetings 	<p>Monthly</p> <p>Daily</p> <p>Nov 2, 2017</p> <p>Weekly</p> <p>Bi-monthly</p>		Admin directed

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