

Enumclaw School District
EMS SCHOOL IMPROVEMENT PLAN
2017-2018

Current Student Achievement Scores:

	ELA	MATH	SCIENCE
Grade 6	61.3%	48.2%	
Grade 7	72.3%	55.3%	
Grade 8	70.7%	61.2%	78.2%

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 6th grade math (equal to state score)
- Minimal achievement gap in science when comparing low-income vs. non low-income & special ed. Vs. non-special ed (-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 59.6% last year to 65.6% this year; current 7th graders, from 57.4% last year to 63.4% this year; current 8th graders 64.7% last year to 70.7% this year)</p> <p>Close the achievement gap by 6% between non-special ed and special ed, as measured by ELA SBA cohort 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 45.5% last year to 51.5% this year; current 7th graders, from 41.3% last year to 47.3% this year; current 8th graders 58.6% last year to 64.6% this year)</p>
Science	<p>80% overall achievement in science as measured by the Washington Comprehensive Assessment of Science (WCAS)</p>



INSTRUCTIONAL IMPROVEMENT

5D+ Instructional Framework/TPEP	Evidence of Effectiveness
<p>During the 2017-18 school year, EMS's focused professional development will encompass assessment, feedback, and technology. Specific 5D+ indicators which will be explored in-depth will include: P1, P3, P4, P5, A1, A2, A3, A4, A5</p> <p>5D+ Rubrics</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 • 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>During monthly EMS school wide Instructional focused PD, presenters will directly link the 5D+ framework domains of Purpose, Student Engagement (SE1 & SE2), and Assessment for Student Learning to the school focus of Assessment, Feedback, and Technology.</p>		<p>Please follow link to PD calendar</p> <p>Weekly PLC meetings</p>	<p>EMS administrators, staff and district coaches will lead professional development in the area of Assessment, Feedback and Technology.</p>

Student Voice	Evidence of Effectiveness
<p>This year, the theme at Enumclaw Middle School is Choose Love. Student leaders created the vision for this theme at the beginning of the year to help everyone in the school community make positive choices that are encouraging and helping to others. Showing kindness and compassion is a daily choice that is expected in a positive school environment. We began the school year with a discussion in classrooms where we introduced this theme and talked about the specific goal for September - Choosing Acceptance. In October, student leaders led discussions in classrooms on the topic of Choosing Courage. We had a mix-it-up day where students had the opportunity to Choose Courage to sit with different people at lunch and get to talk with someone they may not know that well. In November, the topic is about Choosing Integrity. This means doing the right thing in the way that we treat others - with a specific emphasis on digital citizenship and keeping interactions online positive and safe. We continue to build community with monthly</p>	<ul style="list-style-type: none"> ● Increase in overall attendance ● Decrease in suspensions ● Decrease in office referrals ● Increase in after-school involvement ● Increase in positive answers from the student needs assessment

discussions on character-building topics, weekly reminders of these topics in our video announcements and daily integration of the Choose Love theme throughout the school year.		
Action Steps	Timeline	Leadership Responsibility
<p>EMS students will continue to drive the culture of the school with our theme, “Choose Love” through:</p> <ul style="list-style-type: none"> ● Weekly Timberwolf Show ● Monthly Timber Talks ● Safe School Ambassadors ● Wolfpack ● Student led assemblies ● Monthly mix-it-up days 	Ongoing August - June	<p>Alpha Leaders ASB Leaders 6th grade Leadership class EMS Staff - promote initiatives</p>

6-12 Science Implementation		Evidence of Effectiveness
<p>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.</p>		<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) Revision of scope and sequence to represent a spiraled curriculum. 2) Development to 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"> ● December 6th district level professional development around assessment, literacy, and course development ● Weekly PLC ● Quarterly PLC with Thunder Mountain 	<ul style="list-style-type: none"> ● Science team PLC ● Professional development guided by ESD

Blended Learning Environment		Evidence of Effectiveness	
<p>EMS will engage in monthly professional development and trainings that will focus on an in-depth learning of the Google platform. Professional development will also consider how technology can further support our school-wide instructional strategies of assessment and feedback.</p>		<p>Observed during classroom walk throughs and observations students and staff will be engaged in technology's support of the following: High Quality Feedback, with an emphasis on making Students Thinking Visible. Feedback will be specific, direct, timely, developmentally appropriate, credible, frequent and ongoing, nonjudgmental, not advising or guiding; rather, used by students to self- direct, modify, or augment their work. Assessments will be aligned to grade level standards and will be used by teacher and students to assess learning, determine learning goals, and monitor progress over time.</p>	
Action Steps	Timeline	Leadership Responsibility	
<p>5 hours of staff determined time will be dedicated to incorporating technology into classroom lessons. Staff may attend a Genius Hour, get training from EMS Tech Team, or 1:1 training from Tracy Brown. This training is not exclusive to certified staff. All staff are encouraged to participate in technology learning. 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>	



WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
<p>Equity in education means that personal or social circumstances such as gender, ethnic origin, family background, or poverty are not obstacles to achieving educational potential (definition of fairness) and that all individuals reach at least a basic minimum level of skills (definition of inclusion). EMS staff will continue their learning about fairness and inclusion within the classroom and school house through professional trainings throughout the year.</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 	
Action Steps	Timeline	Leadership Responsibility	
<p>Leadership Team training provided by Puget Sound ESD Data Carousel 3X per year Equity training 2X per year Opportunities for cultural representation during assemblies, Leadership Training for Latino students at La Chispa</p>	<p>Please see PD calendar</p>	<p>EMS administration EDS administration</p>	



TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
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In the 2017-18 school year, EMS will develop a tiered system of support to focus attendance, grades, and behavior

A team of teachers and specialists, who define and begin to implement a workable system for implementing interventions for student academic and behavioral support.

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>	<p>Admin directed</p>

Assessment model to support a tiered system		Evidence of Effectiveness	
Skyward and Homeroom will be used to collect data based on attendance, discipline and grades/achievement		Students in need will be identified and will be brought to the MTSS and Student Support Team	
Action Steps	Timeline	Leadership Responsibility	