

**Enumclaw School District**  
**TMMS SCHOOL IMPROVEMENT PLAN**  
**2017-2018**

Current Student Achievement Scores:

	ELA	MATH	SCIENCE
<b>Grade 6</b>	<b>59.6%</b>	<b>45.5%</b>	
<b>Grade 7</b>	<b>57.4%</b>	<b>41.3%</b>	
<b>Grade 8</b>	<b>64.7%</b>	<b>58.6%</b>	<b>77.2%</b>

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-** 1) Thunder Mountain was above the state average in four areas and within 3% of state average in two areas. 2) Within our special education subgroup; 50% of 6th grade students on IEPs passed the ELA SBA, six of the seven areas tested showed growth from the previous year, three areas showed at least 10% growth, and 70% of students on an IEP passed the science MSP. 3) The consistency within our ELA scores demonstrates a strong and highly functioning PLC. 4) Both 8th grade math and 8th grade science outperformed the state average by 11%.

**Areas of Improvement-** 1) Thunder Mountains ELL students performed below state average in five of the seven areas tested on the SBA. In three of the seven areas, no ELL students passed. 2) In two of the seven areas tested, special education students performed below the state average. 3) Sixth and seventh grade math SBA scores fell below 50%.

**Trends/Patterns-** 1) Special education students improved in all but one testing category. 2) ELL students consistently underperformed on the SBA/MSP. 3) Seventh grade performed below state average in both Math and ELA.

**Achievement Gaps-** An achievement gap still exists between both our special education and ELL students when compared to their peers statewide. While improvements were made with our special education students, they are still performing below their potential and significant work need to be done to improve the success rates of our ELL students.

*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)*

<b>Literacy</b>	<b>Each grade level team will achieve at least a 60% passing rate on the Smarter Balanced ELA Assessment for the 2017-2018 school year. In addition, Thunder Mountain ELL students will achieve at least a 25% passing rate on the Smarter Balanced ELA Assessment.</b>
<b>Math</b>	<b>Each grade level team will achieve at least a 50% passing rate on the Smarter Balanced Math Assessment for the 2017-2018 school year.</b>
<b>Science</b>	<b>8th grade science students will outperform the state average on the initial NGSS science assessment.</b>



## INSTRUCTIONAL IMPROVEMENT

5D+ Instructional Framework/TPEP		Evidence of Effectiveness	
<p>All Thunder Mountain staff will have a strong understanding of the new Version 3 5D+ Framework. Staff members will understand the expectations required to meet the proficient level in all areas of the framework. Administration will work with those they evaluate to implement processes that promote instructional improvement.</p>		<ul style="list-style-type: none"> <li>• Ability to outline major changes to the 5D+ Framework.</li> <li>• Ongoing conversations with staff on how the framework is applied to instruction.</li> <li>• Protocols implemented for how to gain evidence in areas that cannot be easily observed.</li> <li>• Individual agreements with teachers who hope to demonstrate work that would be considered distinguished.</li> <li>• Ongoing calibration work within the administrative team.</li> </ul>	
Action Steps		Timeline	Leadership Responsibility
<ol style="list-style-type: none"> <li>1) Distribute new frameworks to staff members.</li> <li>2) Review changes to the frameworks.</li> <li>3) Professional development on how frameworks are</li> </ol>		<p>August 30th August 30th September-June</p>	<p>Chad and Steve</p>

<p>applied to specific lesson.</p> <p>4) Continued discussions on calibration by administrative team.</p>	September-June	
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Student Voice		Evidence of Effectiveness	
<p>Find ways to increase student voice school wide in regard to effective instruction and improved academic performance. Thunder Mountain students will also have a voice in policy, safety, and cultural decisions. In addition, Thunder Mountain's hispanic students will grow in their leadership capacity.</p>		<ul style="list-style-type: none"> <li>● Student climate/safety surveys.</li> <li>● Student elective choice surveys.</li> <li>● Feedback from Safe School Ambassadors.</li> <li>● Feedback from the Titan Advisory Committee.</li> <li>● Attend La Chispa leadership conference.</li> <li>● Follow up information from La Chispa leadership students.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> <li>1) Conduct student safety survey.</li> <li>2) Hold Safe School Ambassadors meetings.</li> <li>3) Develop and implement a principal's advisory committee.</li> <li>4) Develop hispanic leadership group.</li> <li>5) Conduct an electives course survey.</li> </ol>	<p>Fall 2017/Spring 2018</p> <p>September-June</p> <p>September-June</p> <p>Spring 2018</p>	<p>Sandy</p> <p>Staff designees</p> <p>Steve/Chad</p> <p>Sandy</p>	

6-12 Science Implementation	Evidence of Effectiveness
<p>Thunder Mountain teachers will work with teachers from Enumclaw Middle School to develop a shared understanding of a common scope and sequence for 6-8 science. Science teachers will continue to develop units, lessons, and assessments that align with the NGSS and are differentiated for all students.</p>	<ul style="list-style-type: none"> <li>● Thunder Mountain 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.</li> <li>● Thunder Mountain teachers will use the NGSS to develop all lesson plans.</li> <li>● Thunder Mountain teachers will work in their PLC to develop three dimensional tests that align with the NGSS.</li> </ul>

- Lesson plans will have evidence of differentiation strategies that reach the needs of all students.

Action Steps	Timeline	Leadership Responsibility
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.	Spring 2017/Fall 2017  September-June  September-June  September-June	Science PLC  Science PLC  Science PLC  Science PLC

Blended Learning Environment		Evidence of Effectiveness	
All Thunder Mountain students will experience the successful implementation of a blended learning environment through the deployment of Chromebooks school wide. With this deployment, there will be an increase in student engagement and student learning will improve. Students will also have a strong understanding of digital citizenship and how it is applied at Thunder Mountain.		<ul style="list-style-type: none"> <li>● Chromebooks will be deployed schoolwide.</li> <li>● Teachers will conduct digital citizenship lessons to all students.</li> <li>● Classroom observations will demonstrate students using their Chromebooks in ways that align with the scope and sequence of each academic area.</li> <li>● Thunder Mountain teachers will use the blended environment to deliver differentiated lessons to their students.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
1) Thunder Mountain's staff will receive training in digital citizenship. 2) Chromebooks will be deployed in the first week of	August  September	Tech Department  Tech Department	

school. 3) Classroom observations will be conducted to observe the blended environment.	September-June	Steve/Chad
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## WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
Thunder Mountain teaches will be introduced to the concept of leading for equity in their classrooms. All staff will develop their understanding and skills in this area and be able to apply it to their instructional practices.		<ul style="list-style-type: none"> <li>Thunder Mountain teachers can demonstrate a firm understanding the issues of equity and how it may impact student learning in their classroom</li> <li>Administrative team and all staff will actively use a lense of fairness, access/support, and respect in their approach to student learning and support.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
1) Leadership team training provided by Puget Sound ESD.	August	Jill	
2) Initial overview of leading for equity delivered to Thunder Mountain staff.	August	Steve	
3) Thunder Mountain teachers will participate in a foundational training on equity.	February	Steve/Puget Sound ESD	



# TIERED SYSTEM

Tiered System of Support		Evidence of Effectiveness	
<p><b>Thunder Mountain staff will continue their implementation of a tiered system of support. Grade level teams will meet weekly to discuss students of concern, develop intervention strategies, and follow up on interventions attempted on behalf of students. Administration will work in conjunction with the counselor to create, monitor, and adjust a tiered list for academics, behavior, and attendance.</b></p>		<ul style="list-style-type: none"> <li>● <b>Tiered lists for academics, behavior, and attendance for each grade level.</b></li> <li>● <b>A living document by grade level tracking concerns and interventions for students at each grade level.</b></li> <li>● <b>Tracking documents used to follow students who have been recommended for a special education referral.</b></li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> <li><b>1. Implementation of tiered system of support.</b></li> <li><b>2. Review of expectations for the MTSS process at Thunder Mountain.</b></li> <li><b>3. Weekly grade level MTSS meetings.</b></li> <li><b>4. Weekly ‘students of concern’ meeting.</b></li> <li><b>5. Comprehensive grade level reports generated each trimester.</b></li> </ol>	<p><b>2016-17 school year.</b></p> <p><b>August</b></p> <p><b>September-June</b></p> <p><b>September-June</b></p> <p><b>Each Trimester</b></p>	<p><b>Steve</b></p> <p><b>Steve</b></p> <p><b>Thunder Mountain Staff</b></p> <p><b>Steve, Chad, Sandy</b></p> <p><b>Steve</b></p>	

Assessment model to support a tiered system		Evidence of Effectiveness	
<p><b>Thunder Mountain will continue to implement a comprehensive assessment system in order to identify students who need support in the areas of academics, behavior, and attendance. A lense of continual improvement will be used to streamline and improve our tiered system.</b></p>		<ul style="list-style-type: none"> <li>● <b>Tiered reports generated through Homeroom.</b></li> <li>● <b>Data collected from student surveys.</b></li> <li>● <b>Additional measures used to assess student need.</b></li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> <li>1) <b>Homeroom training for administrators</b></li> <li>2) <b>Meet with representative from Homeroom to create a tiered report system.</b></li> <li>3) <b>Create a comprehensive assessment system.</b></li> </ol>	<p><b>August</b></p> <p><b>September</b></p> <p><b>September-June</b></p>	<p><b>Homeroom trainer</b></p> <p><b>Steve, Meghan from Homeroom</b></p> <p><b>Steve, Chad, Sandy</b></p>	