

Enumclaw School District
 TMMS SCHOOL IMPROVEMENT PLAN
 2018 - 2019

Current Student Achievement Scores:

	ELA	MATH	SCIENCE
Grade 6	65	50	
Grade 7	61	47	
Grade 8	63	49	57

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; 6th ELA, 8th ELA, 6th Math, and 8th Math. Thunder Mountain met state average on the 7th grade ELA SBA. 2) Within our special education subgroup; 58% of 7th grade students on IEPs passed the ELA SBA with either a level 2 or 3. Overall, just over 40% of all Thunder Mountain students on an IEP passed the ELA SBA with a level 2 or 3. 3) The consistency within our ELA and math scores demonstrates a strong and highly functioning PLC. 4) Eighth grade students showed considerable growth in Math and English while at Thunder Mountain. In 6th grade the cohort passed the ELA section of the SBA at a 47% rate. As 8th graders they passed at 63%. In math, the cohort passed the Math portion of the SBA at a rate of 40%. As 8th grades the passing rate was 49%. This is a huge celebration for this group of students.

Areas of Improvement- 1) Thunder Mountains ELL students continue to perform below state average on most areas tested on the SBA. In three of the seven areas, no ELL students passed. While we did not have significant gains in proficiency, 13 students scored a level two. Of those students scoring a level two, six improved their scores from a level one the previous year. 2) In six of the seven areas tested, special education students performed at or below the state average. 3) Seventh and eighth grade math SBA scores fell below 50%.

Trends/Patterns- 1) Special education students continue to improve in the area of language arts. Approximately 40% of all students on an IEP passed the ELA SBA. 2) While ELL students improved significantly on this years tests, they

continue underperformed on the SBA/WCAS. 3) Only one area of testing, 7th grade math, performed below state average. All other grade levels tested at or above state average.

Achievement Gaps- In the past two years, we have been closing the gap with our special education students. In the 15-16 school year, there were multiple areas of testing with a score of 0%. In the 17-18 school year, only one area, 7th grade math, scored a 0%. The goal is to have all seven areas of testing include passing scores. While still behind state average, Thunder Mountain ELL students showed significant growth. Twelve language learners scored a level two or three on the ELA or Math section. Four increased from level one to two on the ELA test, while two students went from level one to two on both the Math and ELA sections.

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	Each grade level team will show at least a 5 point increase on the Smarter Balanced Assessment for the 2018-2019 school year.
Math	Each grade level team will show at least a 5 point increase on the Smarter Balanced Assessment for the 2018-2019 school year.
Science	Eighth grade students will show at least a 5 point increase on the Smarter Balanced Assessment for the 2018-2019 school year.



INSTRUCTIONAL IMPROVEMENT

K-12 Mathematics	Evidence of Effectiveness
To develop a cohesive mathematics program that is in alignment with the district's vision that equips students with the skills necessary to be successful in the innovation era. This program will include professional development for Thunder Mountain math teachers that will allow them to acquire high leverage math practices as well as problem solving	<ul style="list-style-type: none"> Observations will show an increase focus on developing concepts and procedures through problem solving, reasoning and discourse.

strategies.	<ul style="list-style-type: none"> • 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
<ol style="list-style-type: none"> 1. Spring, 2018 foundational learning 6-12 Math teachers - Establishing the why 2. 4 PD Release days: -Communicating and Developing a Shared Understanding of the Mission and Vision -Understanding and Begin Planning for Implementation of Teacher and Student Practices 3. 6-12 Team to NCTM Conference in Seattle 4. Ongoing classroom observations as part of the TPEP process to ensure teachers are implementing best mathematical practices. 	<p>Spring 2018</p> <p>Day #1: Middle - Sept. 19 / H.S. - Sept. 20</p> <p>Day #2: Middle - Dec. 12 / H.S.- Dec. 13</p> <p>Day #3: Middle - Feb. 6 / H.S. - Feb. 7</p> <p>Day #4: Middle - April 10 / H.S. - April 11</p> <p>November 28 - 30, 2018</p> <p>17-18 School Year.</p>	<p>Jill Burnes</p> <p>Jill Burnes</p> <p>Jill Burnes/Steve Stoker</p> <p>Steve Stoker</p>

6-12 Project, Problem, Challenge based Learning	Evidence of Effectiveness
Thunder Mountain staff members will explore and learn strategies to develop authentic and engaging learning experiences focused on skills and dispositions for the innovation era.	<ul style="list-style-type: none"> • TMMS teachers will design lessons that indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era

	<ul style="list-style-type: none"> • TMMS teachers will incorporate project-based learning experiences into their lessons. • TMMS instructional leaders will facilitate the use of assessment tools that will increase the skills and dispositions for the Innovation Era.. 	
Action Steps	Timeline	Leadership Responsibility
<p>Select members of Thunder Mountain’s staff will be chosen 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. The staff members chosen for this work will then share their expertise with the whole staff. This will allow an overall increase in problem-based learning across the Thunder Mountain’s academic program.</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>March 14, 2019</p>	<p>Jill Burnes Chris Beals Keri Marquand Steve Stoker</p>

6-12 Science Implementation	Evidence of Effectiveness	
<p>Continue the implementation of NGSS core ideas, practices and crosscutting concepts as well as the development of assessments that are three dimensional in design.</p>	<ul style="list-style-type: none"> • T.M.M.S. teachers have internalized and developed an understanding of the NGSS including core disciplinary ideas, crosscutting concepts and the science and engineering practices for their grade level. • Assessments have been developed that include three dimensional questions for grades 6-8. • Products from classroom learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era • Observations will show the role of the student as being actively involved in making sense of NGSS science standards by applying and successfully using the science and engineering student practices. 	
Action Steps	Timeline	Leadership Responsibility

1. TMMS science teachers will work in their PLC to develop three dimensional test items.	September thru June	Steve
2. TMMS science teachers will redesign lessons to incorporate more problem based learning concepts.	September thru June	
3. TMMS instructional leadership cadre will work with the science PLC to develop rubrics for unit lessons.	September thru June	

Digital Learning Environment	Evidence of Effectiveness	
TMMS students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning.	<ul style="list-style-type: none"> • TMMS students will use their Chromebooks in ways that align with the 5D+ Instructional Framework. • TMMS teachers will effectively use their technology tools in ways that facilitate and support engaging, authentic, irresistible learning experiences for students. 	
Action Steps	Timeline	Leadership Responsibility
1. TMMS teachers will develop lessons that incorporate students devices that demonstrate differentiation and align with the districts new Theory of Action	September - June	TMMS PLCs
2. TMMS students will receive ongoing training on digital citizenship.	September- June	Steve, Chad



WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
<p>TMMS administrators will continue to expand understanding and responsiveness to leading with a racial equity lens.</p> <p>All TMMS staff will continue to expand understanding and responsiveness to teaching and learning with a racial equity lens.</p> <p>TMMS staff and students will focus on celebrating and honoring cultural diversity.</p> <p>An examination of support and services for our Latino students will be conducted.</p>		<ul style="list-style-type: none"> • TMMS administration will actively use a lense of equity when making decision that impact the building. . • TMMS staff will demonstrate an understanding of issues surrounding equity in teaching and learning and ensure classroom policies and practices are fair and just for all students. • TMMS staff will focus on increasing written communication, artwork, messaging, and displays of student work that celebrates and honors cultural diversity. • TMMS cultural specialist will present strategies for improving services to our Latino students. 	
Action Steps	Timeline	Leadership Responsibility / Support	
1. Resources developed that will support TMMS Hispanic/Latino students.	September thru June	Steve, Jennifer Leatham	
2. Continued implementation of the Since Time Immemorial Curriculum K-12	Winter 2018	Mike Firnkoess	
3. TMMS staff explore ways to increase opportunities to celebrate diversity within their classrooms.	September thru June	TMMS Staff	

ACE's and Resiliency		Evidence of Effectiveness	
TMMS staff will expand their understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACES).		<ul style="list-style-type: none"> • TMMS staff will receive additional training developed by the district office. • "On demand" level 1 ACES training provided by district office. 	
Action Steps	Timeline	Leadership Responsibility	
1. Resilience Movie and PD package created for use by TMMS staff.	2018-19 school year	Keri, Steve	
2. One hour ACES training developed and available "on demand" (classified staff, new staff).	Fall	Keri, Steve	
3. TMMS administration will use resources developed by district office in staff meetings and ongoing PD.	Ongoing	Keri, Steve	



TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
TMMS will continue to implement a comprehensive tiered system of support for academics, behavior and attendance.	<ul style="list-style-type: none"> • TMMS will continue to implement plans that address both academic and social/emotional/behavioral support systems. • TMMS staff will continue to develop tier two interventions for grade level students of concern.

- Administration will give consistent data updates to grade level teams about their students of concern.
- A comprehensive assessment system would be in place to screen and monitor student progress.

Action Steps	Timeline	Leadership Responsibility
1. Tier 2 teams will continue to analyze student data, plan interventions and monitor progress.	September thru June	TMMS Staff, Administration
2. TMMS staff and administration will review/revise 'next steps' in their tiered system and identify needed supports.	September thru June	TMMS Staff, Administration
3. Administration will receive resources developed by district office..	Fall/Winter/Spring	Keri