Planning Year 2019-2020

Implementation September 2020-June 2025

Mt. Baker Middle School

School Improvement Plan

School Improvement Plan Adopted by the Auburn School Board of Directors on

insert school board approval date here.

September 2019-June 2022

Auburn School District Strategic Plan

Aspiration: As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence.

In the Auburn School District, it means:

- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

District Goal 1 - **Engage:** Connect students to their schools and learning.

District Goal 2 - **Educate:** Ensure relevant learning, high achievement and graduation for each student.

District Goal 3 - **Empower:** Enable students and staff to thrive now and in the future.

School			
Mt. Baker Middle School			
		Date of SIP Team District Goal Review:	
SIP Team Members:			
Greg Brown	Susan Buhr	Mike Decker	Dixie Toy
Denny Lubash	Dena Walker	Matt King	AJ Vaughns
Bruce Jacobs			

School Improvement Team Signatures 2013-2014			
Date Submitted:		**Date of School Board Approval:**	
Name	**Title/Position**	**Signature**	
Greg Brown	Principal		
	Parent		
	Student		
	Community Member		
Susan Buhr	Staff		
Mike Decker	Staff		
Dixie Toy	Staff		
Denny Lubash	Staff		
Dena Walker	Staff		
Matt King	Staff		
AJ Vaughns	Staff		
Bruce Jacobs	Staff		

Each team must include staff, students, families, parents, and community members.

Due to COVID, signatures will be collected when we return to school.

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Anne Baunach	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

Auburn School District Mission In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Auburn School District Vision As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

School Mission

We are a safe global family of responsible everyday learners.

School Vision

Mt. Baker is committed to meeting the needs of our middle school students. The well-being of all students is ensured by addressing a balance of academic, physical, social emotional, and cultural domains.

Learning experiences will be provided for all students to develop skills and attitudes fundamental to achieving personal satisfaction as responsible, contributing citizens.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

> Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and "At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan." School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

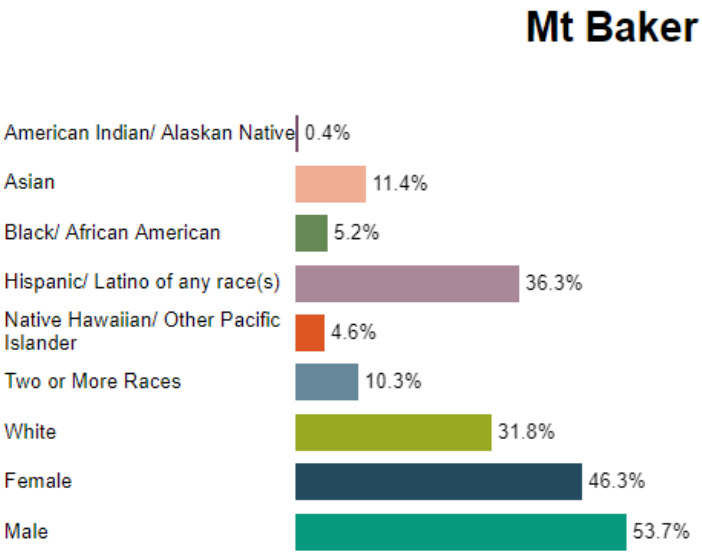
Mt. Baker staff began this process of creating this plan in October 2019 with monthly trainings, two staff data carousels in December, discussions with our content leader team. The content leader team includes representatives from all content areas in our building. The content leaders kept their respective teams up to date with weekly SIP check in's. Staff meetings, emails, and printed information was also used through this process to engage staff in the creation of this plan. The data carousels led us to specific areas of concern to be used in writing our plan. Staff opinion/thoughts were solicited throughout the process. We solicited staff to create our list of prioritized challenges.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic data

Demographic data by ethnicity, gender, low income, ELL, etc. for the past 3 years 2017 – 2019 was included in the staff comprehensive data review.Mt. Baker Middle School works with students that primarily represent both ends of the demographic spectrum. Presently, Mt. Baker has 55.2% of our student population that receives free and reduced lunches. In addition, Mt. Baker also serves the growing communities of Lakeland Hills and Pacific. The Lakeland area has recently experienced a large growth in large family residences that are being built which has led to our population growing significantly. The school board has closed our school to waivers for this reason. Mt. Baker is a very diverse school, our demographics as of 2018-2019 are:



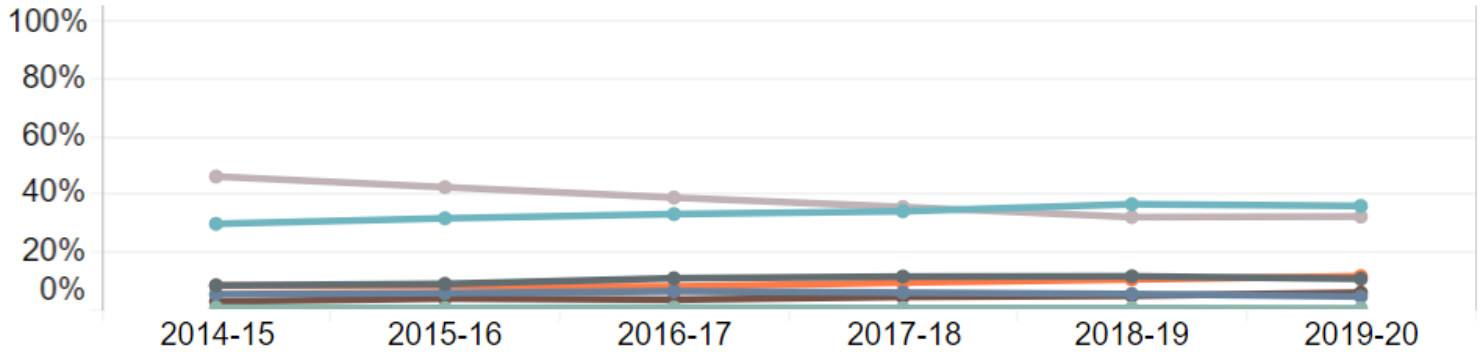
you

The White population has decreased from 47% in 2014-2015 to 37% in 2018-2019 while the Hispanic/Latino population has increased from 28% in 2014-2015 to 38% in 2018-2019.

The percentage of low income students meeting standard as measured by the ELA SBA has increased from 40.6% in 2016-2017 to 47% in 2018-2019.

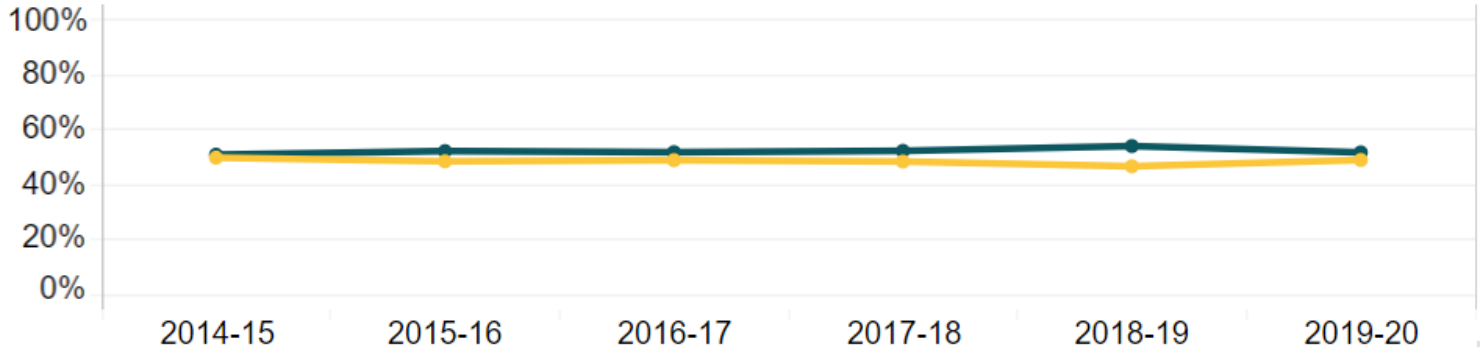
American Indian/ Alaskan Native
Asian
Black/ African American
Hispanic/ Latino of any race(s)
Native Hawaiian/ Other Pacific Islander
Two or More Races

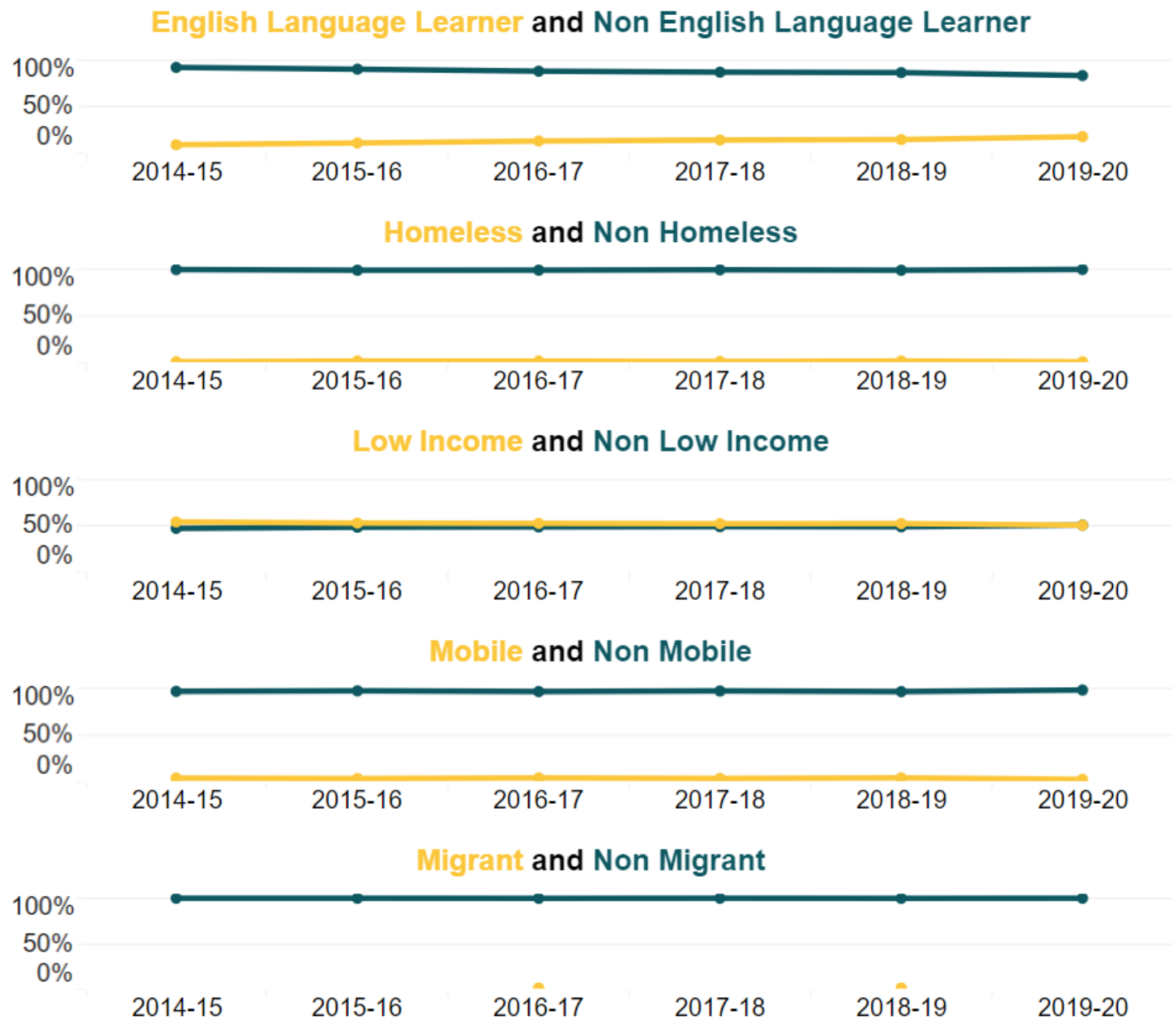
Federal Race/Ethnicity



Female
Male

Gender

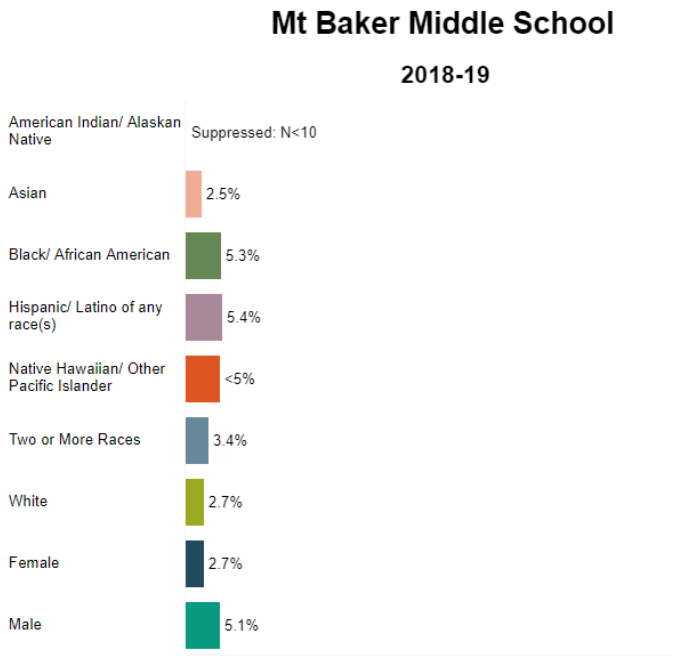




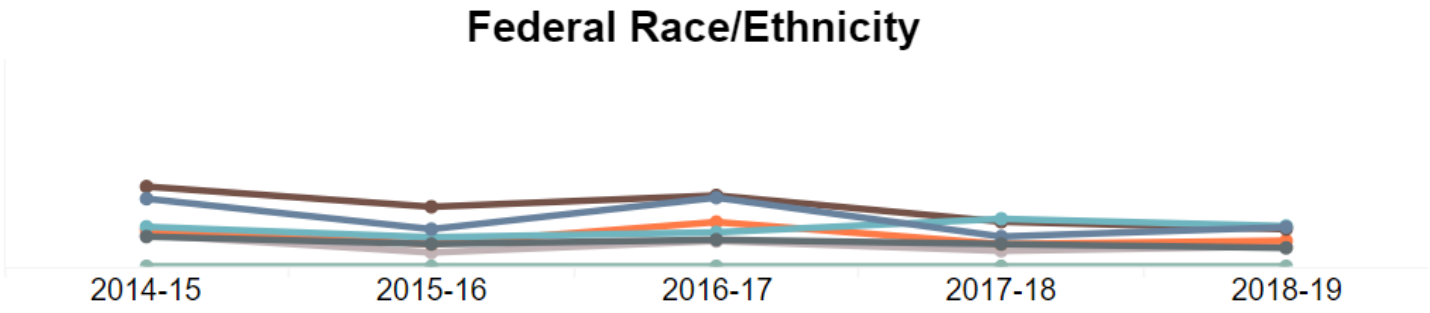
Discipline

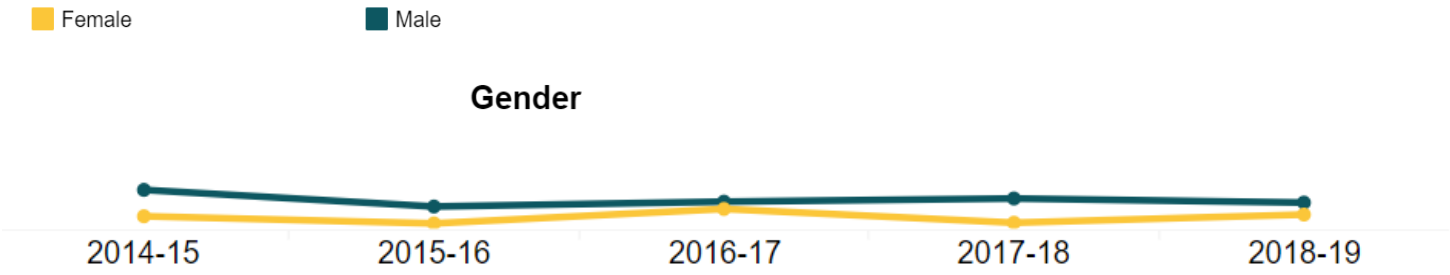
Discipline by gender and ethnicity for the past 5 years 2014 – 2019 was included in the staff comprehensive data review. We continue to significantly decrease the number of out of school suspensions at Mt. Baker. Diversity data shows very little, if any, gaps in discipline based on ethnicity or gender. We have created focused attendance groups based off of our EWIS data as well.

Suspensions 2011-2012	230
Suspensions 2012-2013	123
Suspensions 2013-2014	78
Suspensions 2014-2015	63
Suspensions 2015-2016	47
Suspensions 2016-2017	49
Suspensions 2017-2018	39
Suspensions 2018-2019	43


Mt Baker Middle School
2018-19
American Indian/ Alaskan Native
Suppressed: N<10
Asian
2.5%
Black/ African American
5.3%
Hispanic/ Latino of any race(s)
5.4%
Native Hawaiian/ Other Pacific Islander
<5%
Two or More Races
3.4%
White
2.7%
Female
2.7%
Male
5.1%

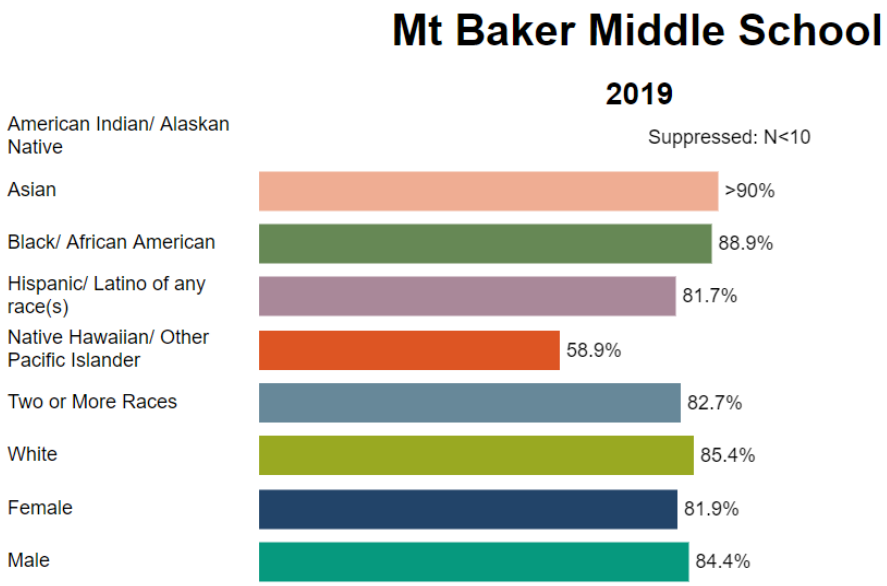
American Indian/ Alaskan Native
Asian
Black/ African American
Hispanic/ Latino of any race(s)
Native Hawaiian/ Other Pacific Islander
Two or More Races

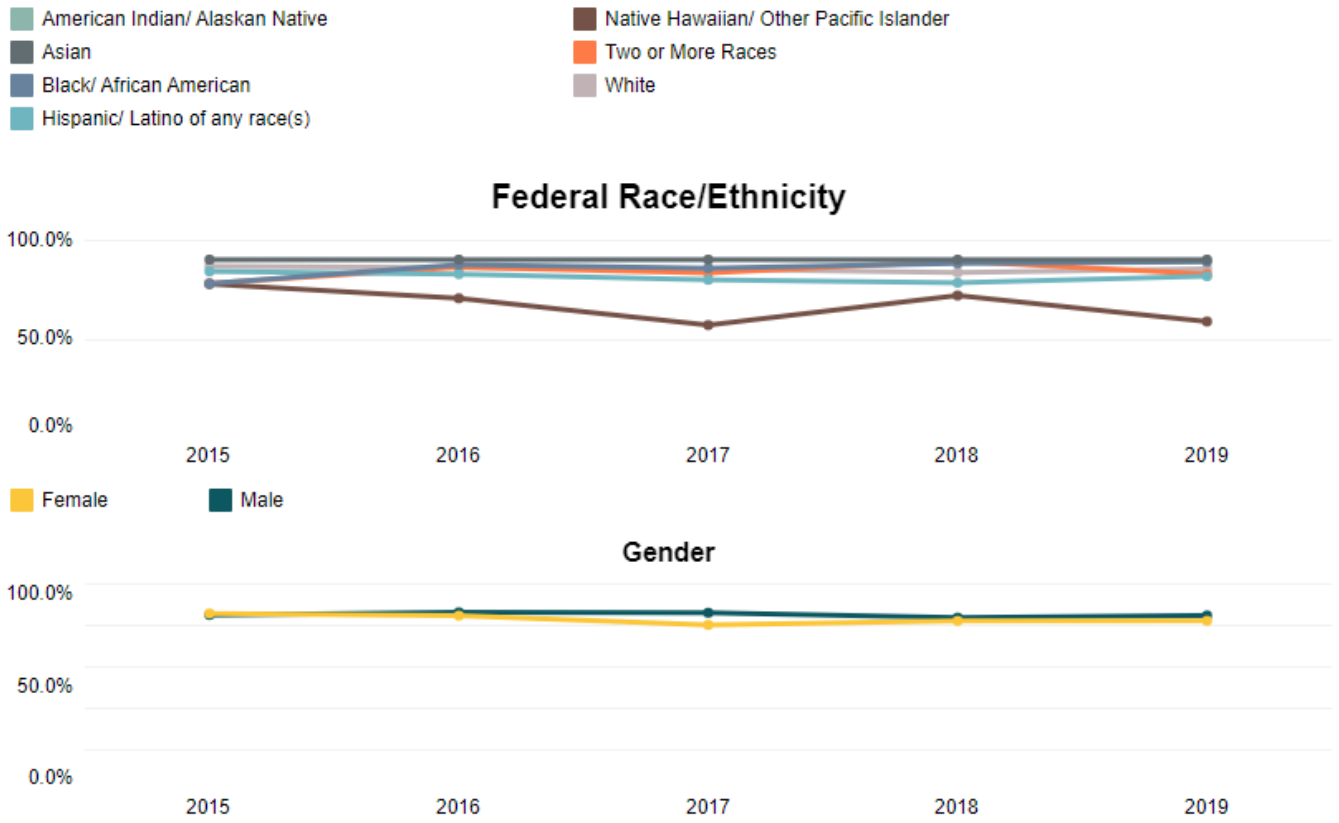

Federal Race/Ethnicity
2014-15
2015-16
2016-17
2017-18
2018-19


Female
Male
Gender
2014-15
2015-16
2016-17
2017-18
2018-19

Attendance

Attendance by grade level and by ethnicity for the past 3 years 2017 – 2019 was included in the staff comprehensive data review. Overall attendance has remained stable with a slight decrease from 85.2% of students with regular attendance in 2016 to 83.2% in 2019. In the most recent year Mt. Baker ranks #1 as best attendance overall in the district. One notable trend was that regular attendance for Native Hawaiian/Pac. Islander is significantly lower than other demographic groups (58.9%). This is a possible contributing factor to performance on SBA scores. For Native Hawaiian/Pac. Islander only 31.9% met standard in ELA and 23.4% in math. 56 students represent this sub group.

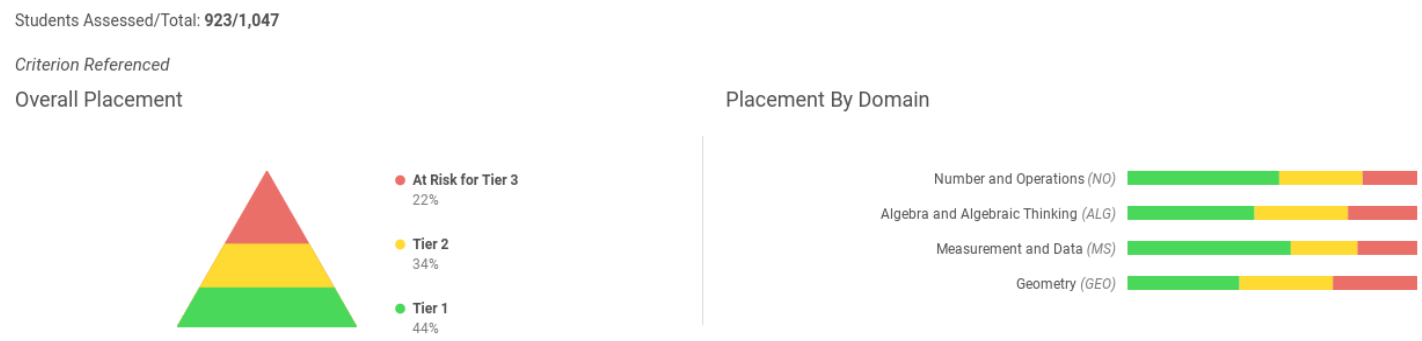




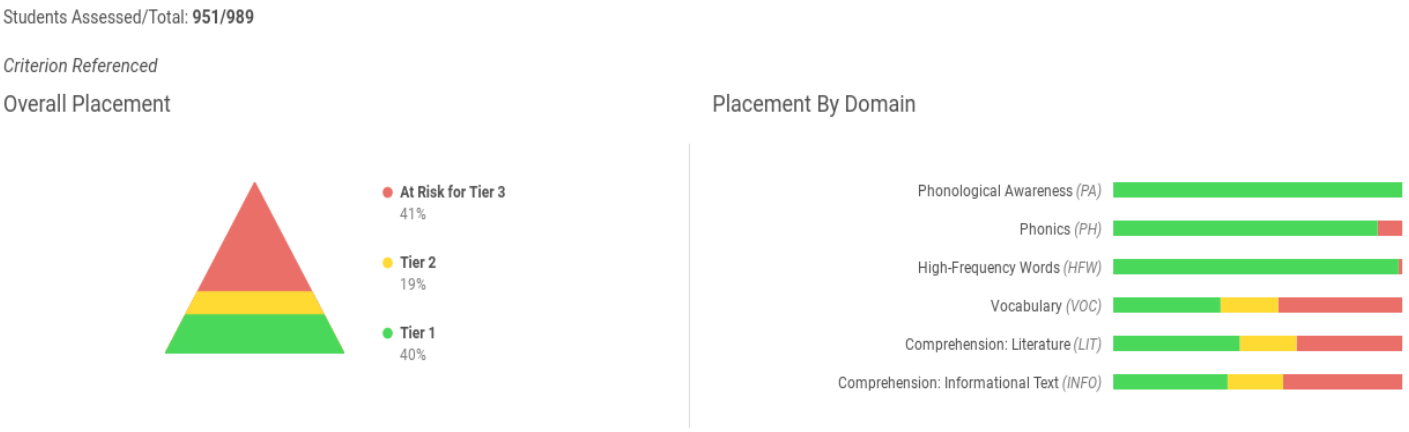
Data Analysis- MAP/iReady (Reading and Math)

iReady is new to our building as of 2017-18 school year in math, and 2019-20 in reading.
In math, Fall 2017 diagnostic showed 22% of our students at risk for tier 3, 34% for tier 2, and 44% for tier 1. At the end of that school year, the final diagnostic showed 18% at tier 3, 26% at tier 2, and 56% for tier 1.
In math, Fall 2018 diagnostic showed 24% of our students at risk for tier 3, 35% for tier 2, and 42% for tier 1. At the end of that school year, the final diagnostic showed 15% at tier 3, 24% at tier 2, and 61% for tier 1.
In reading, we have just completed our Fall diagnostic. It showed 41% at tier 3, 19% at tier 2, and 40% at tier 1.
Tier 1 is on or above grade level.
Tier 2 is one grade level below.
Tier 3 is two or more grade levels below.

iReady Data Fall 2017 Math



iReady Data Fall 2019 Reading



SBA ELA

The percent of students meeting/exceeding standard at each grade level for the years 2015 through 2019 were reviewed and compared between the subgroups. Data was disaggregated by ethnicity, ELL, SWD, and low income.

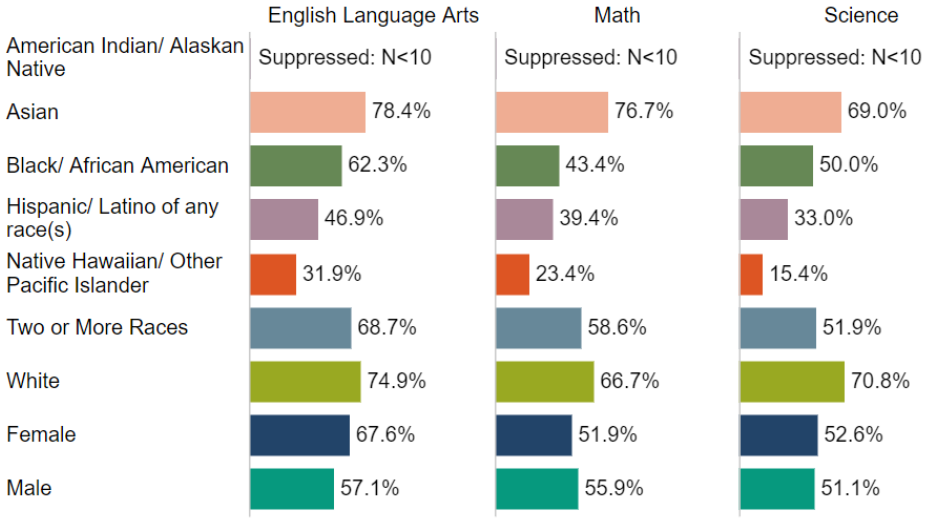
Challenge: Despite being our largest demographic at 36.3%, our Hispanic/Latino students continue to have the second lowest percentage of students meeting standard on assessments (2018-19 - ELA 46.9%) with Native Hawaiian/Pac Islander being lowest (2018-19 - ELA 31.9%).

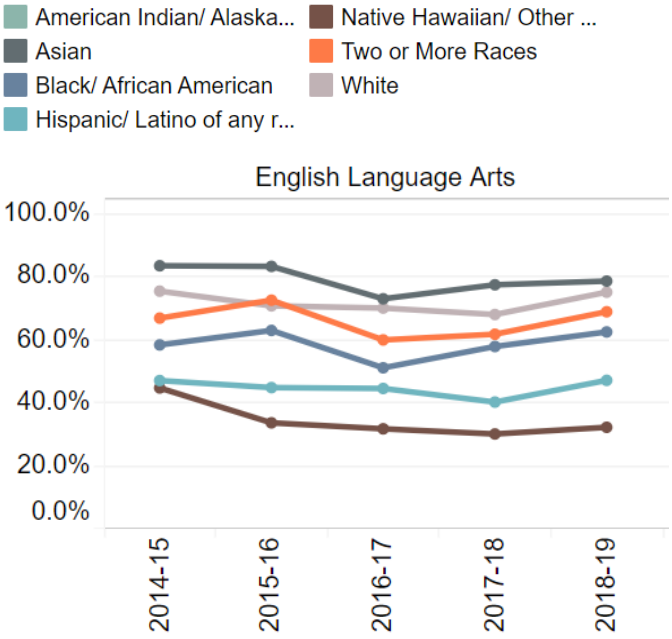
According to the Equity View Of Performance report, our EL students have the lowest percentage of students meeting standard (2018-2019 - ELA 10.3%). Our Special Education students have the second lowest percentage of students meeting standard (2018-19 - 15.5%). The achievement gap between our low income students and non-low income students is 31% with low-income students passing at 46.9% and non-low income passing at 77.9%.

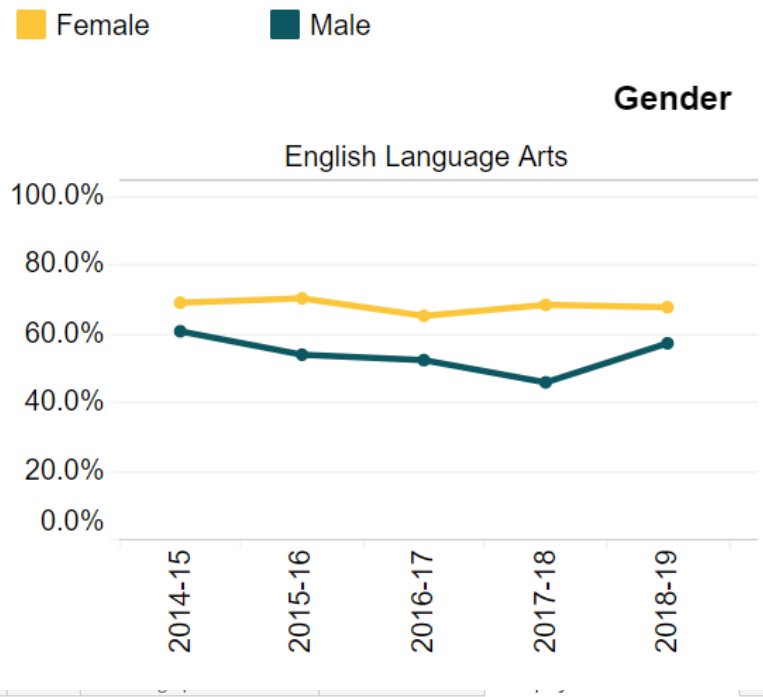
Disaggregation of the data by ethnicity, special education, EL and low income indicates the need to focus on the achievement of EL students, specifically our Latino and Pacific Islander populations.

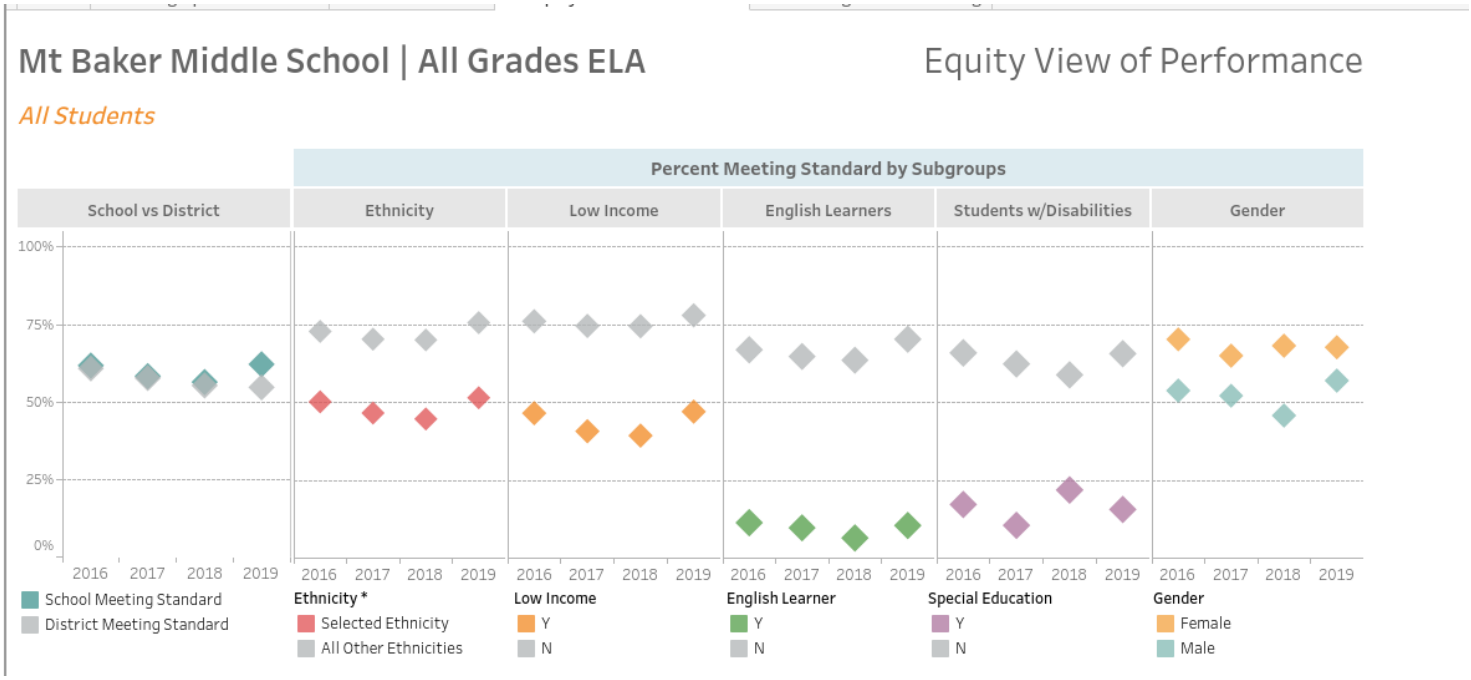
Mt Baker Middle School

2018-19









SBA Math

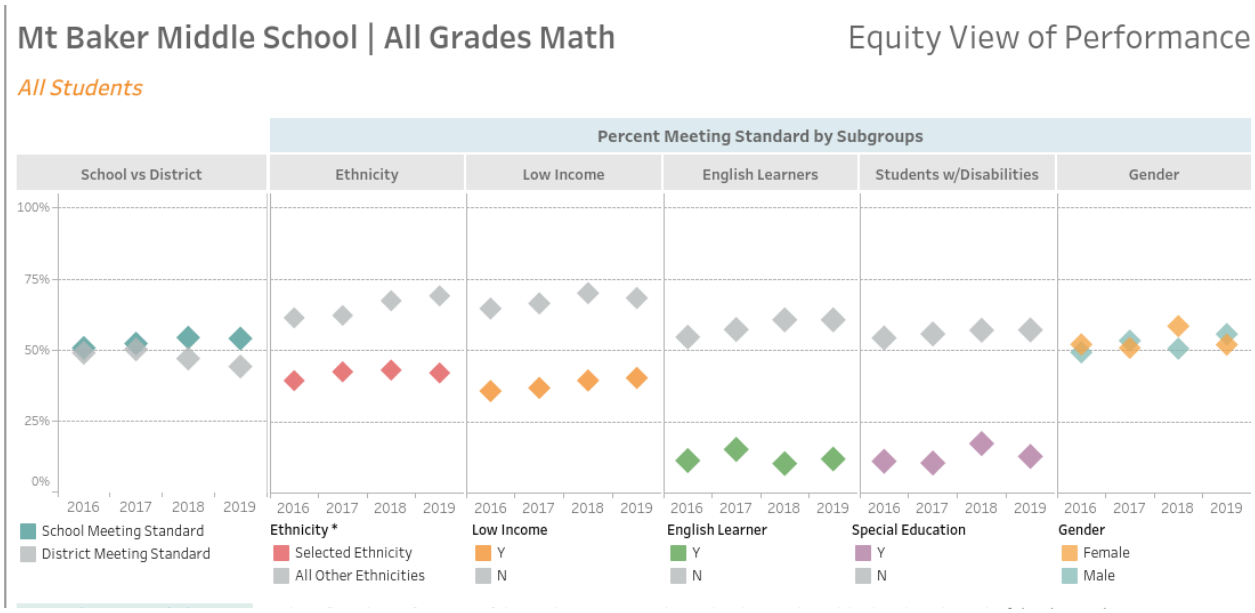
The percent of students meeting/exceeding standard at each grade level for the years 2015 through 2019 were reviewed and compared between the subgroups. Data was disaggregated by ethnicity, ELL, SWD, and low income.

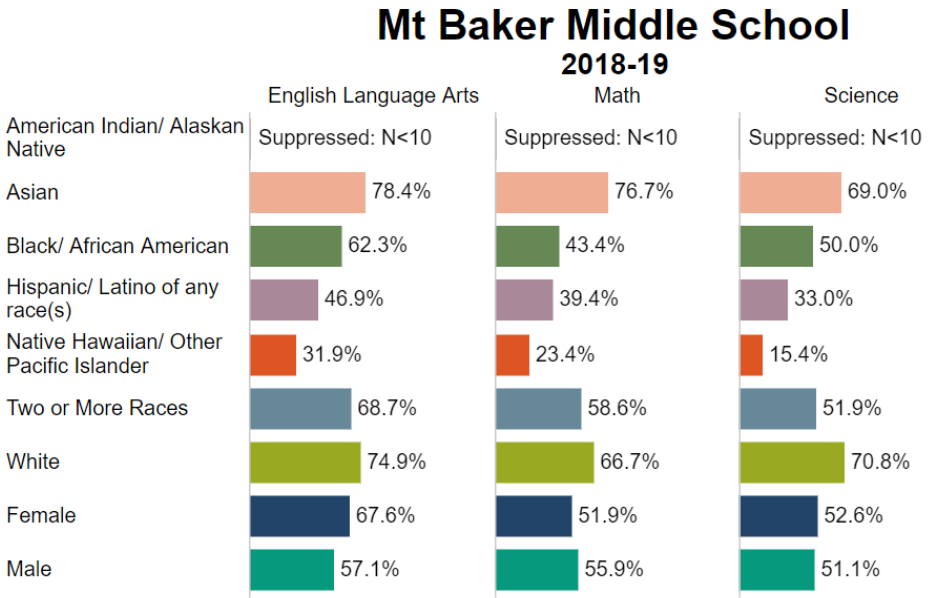
Challenge: Despite being our largest demographic at 36.3%, our Hispanic/Latino students continue to have the second lowest percentage of students meeting standard on assessments (2018-19 - Math 39.4%) with Native Hawaiian/Pac Islander being lowest (2018-19 - Math 23.4%).

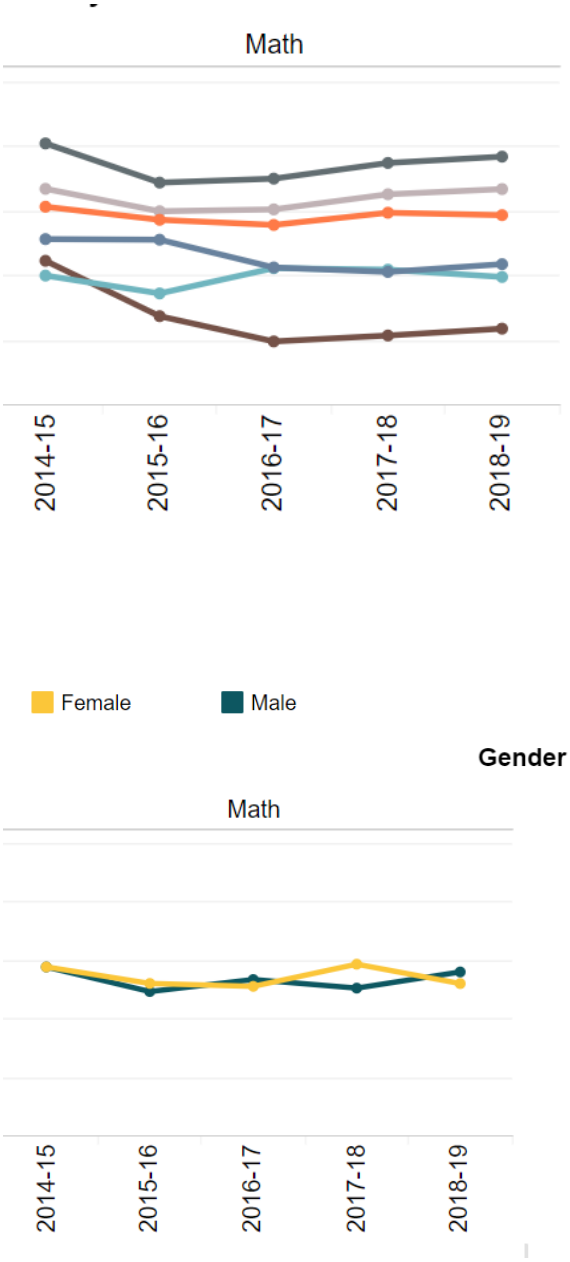
According to the Equity View of Performance Report, our EL learners have the lowest percentage of students meeting standard (2018-2019 11.8%). Our students

with disabilities have the second lowest percentage of students meeting standard (2018-2019 12.7%). The achievement gap between low income and non low income students is 28.1% with low income passing at 40.2%.

Disaggregation of the data by ethnicity, special education, ELL, and low income indicates the need to focus on the achievement of ELL students, specifically our Latino and Pacific Islander subgroups.







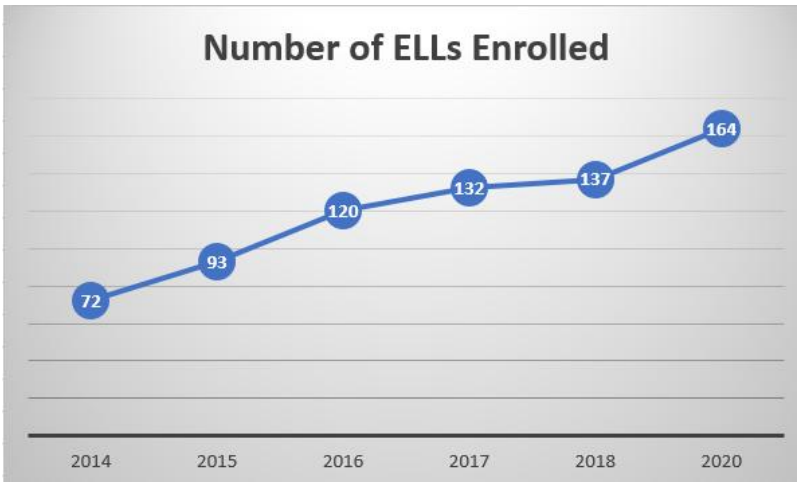
Data Analysis- English Learner Data (include ELPA21)

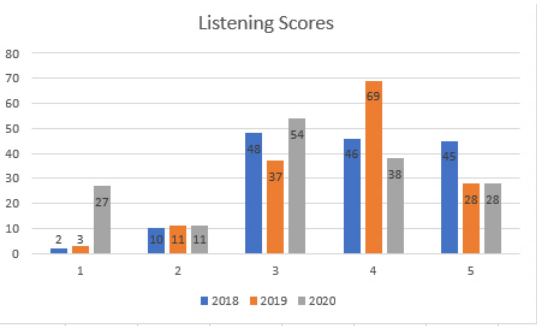
At Mt. Baker Middle School, in 2019, 143 students took the English Language Proficiency Assessment (ELPA.) Of those, 7 were deemed proficient for a pass rate of 4.9%. 126 scored progressing and 10 as emerging. In 2018, 131 students took the ELPA. Of those, 9 were deemed proficient for a pass rate of 6.7%. 111 scored progressing and 11 as emerging. In 2017, the pass rate was 12.1% and in 2016, it was 14%.

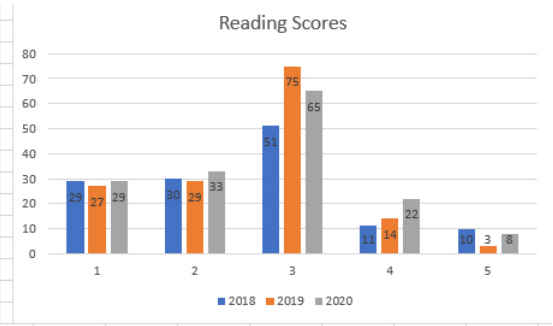
The number of English Language Learners (ELLs) at Mt. Baker has steadily increased every year and is projected to continue to grow for the foreseeable future. While the total number of ELL students has increased each year, Mt. Baker has not seen a similar

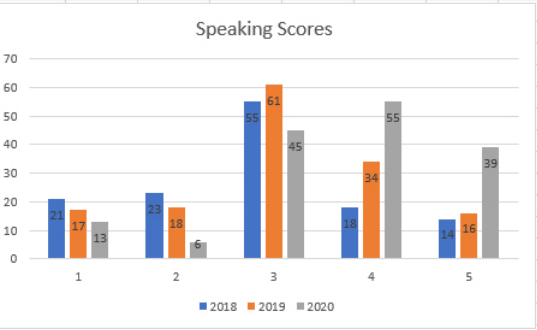
increase in students deemed proficient on the ELPA. The number of students passing each year is roughly equivalent, but due to the increasing number of ELL students, the ones passing make up a smaller percentage each year.

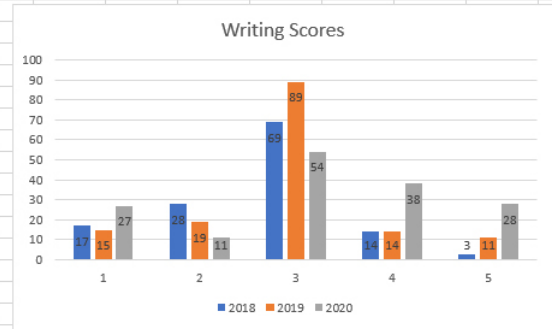
Mt Baker's ELL population largely consists of long term ELLs who have been in the United States for five or more years. While they score proficient on the speaking and listening sections of the ELPA, they have mostly plateaued on the reading and writing sections and consistently score below grade level.

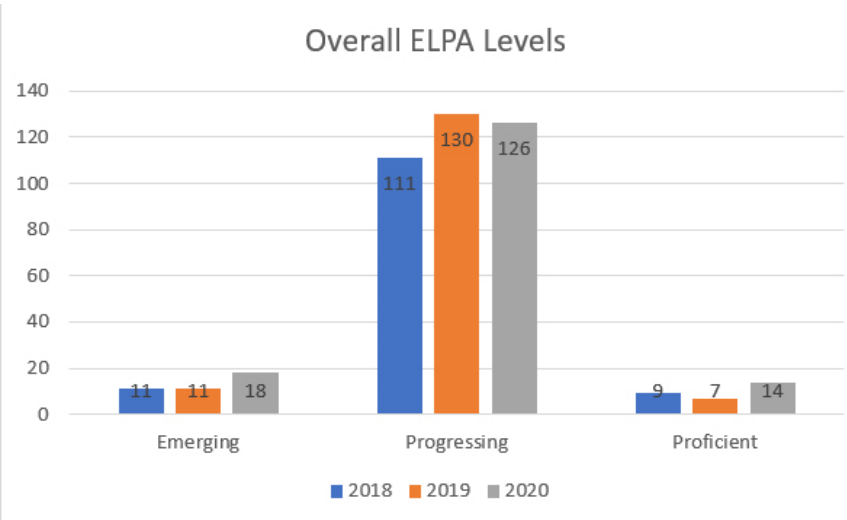






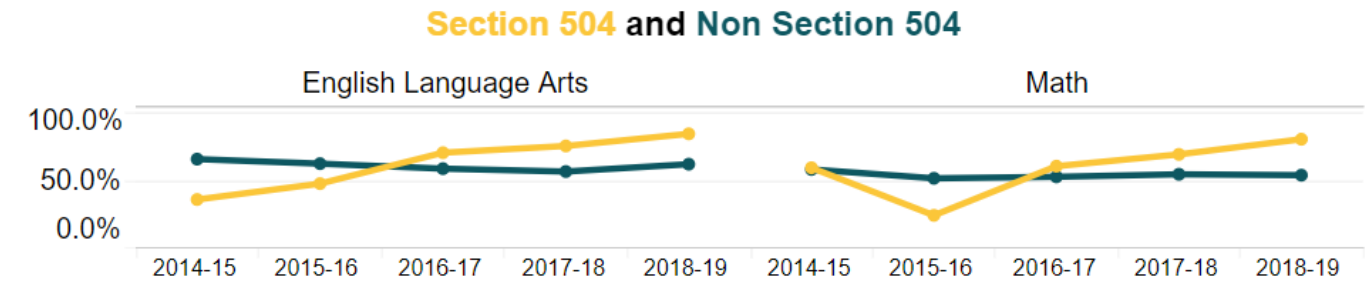


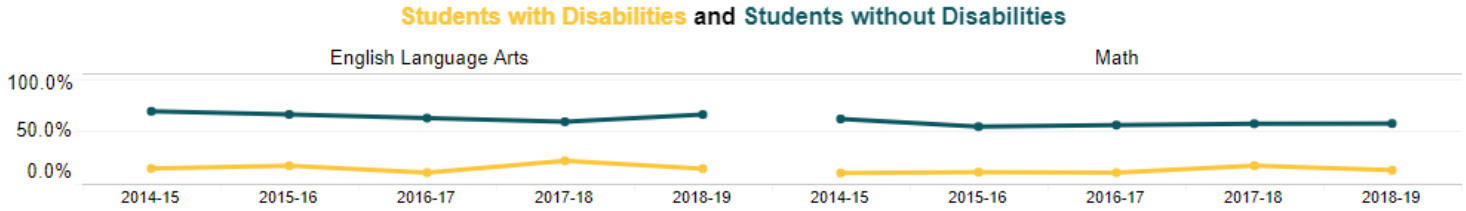




Data Analysis- Students with Disabilities

Students with disabilities have maintained or improved performance over time in the areas of attendance, discipline, and academic progress but continue to lag behind the general population. In 2018-2019, students with disabilities were regular attenders 69.9% of the time compared to students without disabilities (84.3%). Between 2014/15 and 2018/19, students with Section 504 Accommodations showed consistent improvement in ELA and Math assessments. Trends in assessment data in both Math and ELA have remained relatively flat for Students with Disabilities over the last five years. ELA scores have ranged from 33.5 to 45.5% meeting standard. Math scores have oscillated more widely, but the most recent percentage meeting standard was 45% in 2018/19 compared to 43% in 2014/15. Generally, the data reflect that Students with Disabilities are making very similar progress as general education students but we are not closing the gap.



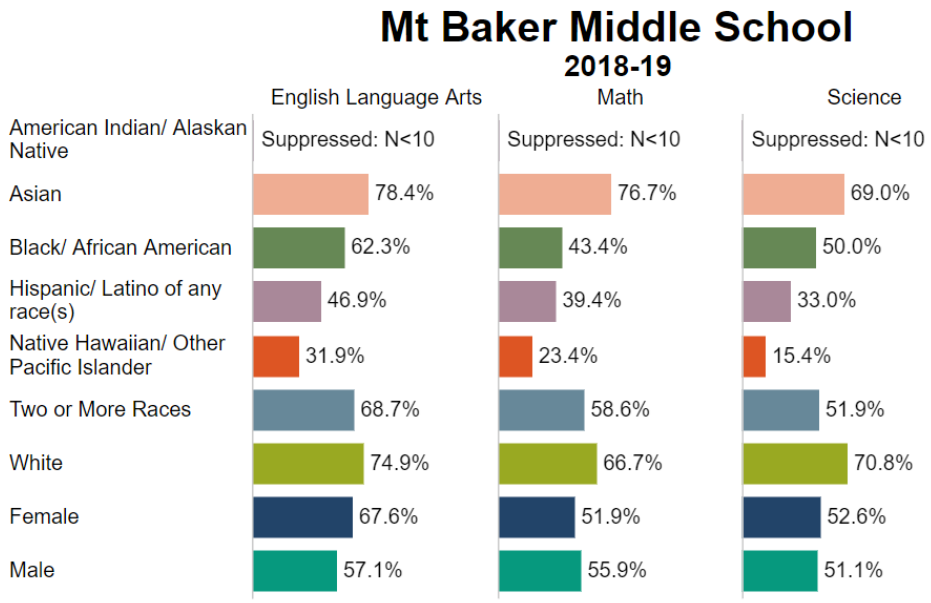


WCAS (Washington Comprehensive Assessment of Science)

The percent of students meeting/exceeding standard at each grade level for the years 2015 through 2019 were reviewed and compared between the subgroups. Data was disaggregated by ethnicity, ELL, SWD, and low income.

Challenge: Despite being our largest demographic at 36.3%, our Hispanic/Latino students continue to have the second lowest percentage of students meeting standard on assessments (2018-19 - Science 33%) with Native Hawaiian/Pac Islander being lowest (2018-19 - Science 15.4%).

Disaggregation of the data by ethnicity, special education and ELL indicates the need to focus on the achievement of ELL and Limited-English speaking students, specifically our Latino and Pacific Islander populations.



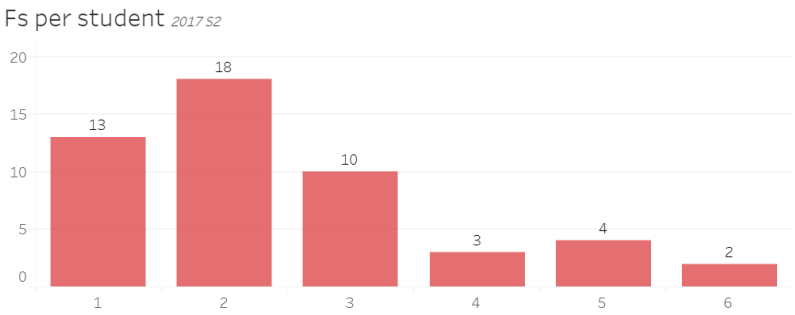
Credit Attainment/F Data

F data by grade level and by ethnicity for the past 3 years 2017 – 2019 was included in the staff comprehensive data review. The number of students ending the year with any F's significantly dropped over the three years reviewed. The number of non-White students ending the year with any F's also dropped over the three years reviewed. However, for both sets of data (All students vs. Non-White students), the number of students with 2 F's at the end of each year reviewed was the highest (although insignficant when compared to the number of students in our building.

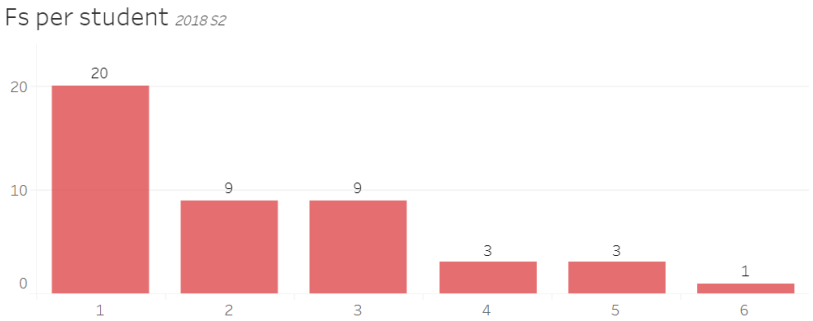
Our challenge continues to be our ability to find support opportunities for students that will help them to keep their grades out of the F range. Fitting those opportunities, as much as possible, during the school day will be key as it's difficult to keep kids before/after school on a consistent basis.

F's per students at S2 (all students)

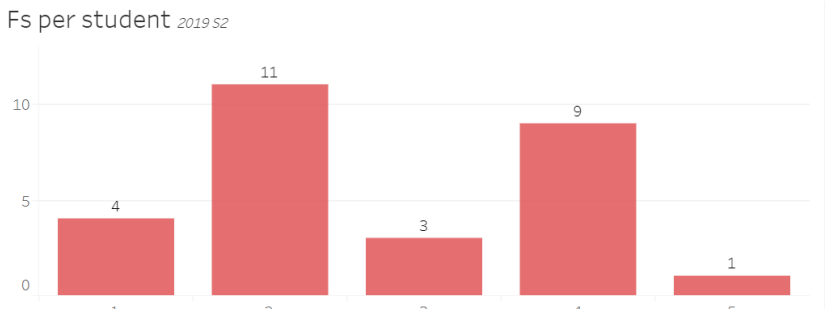
2017



2018

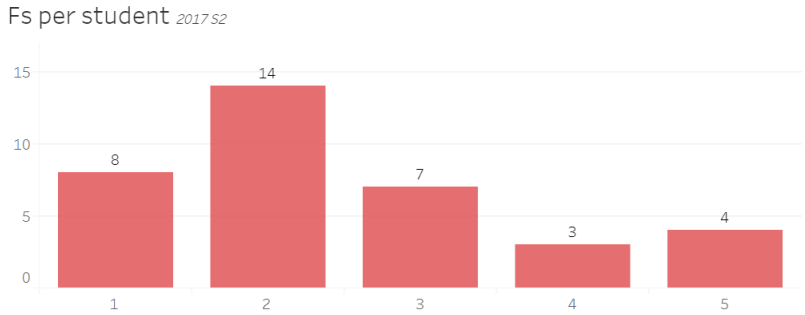


2019

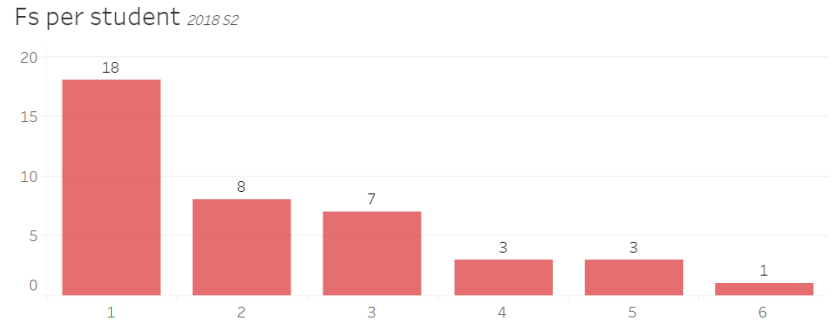


F's per student at S2 (non-white students)

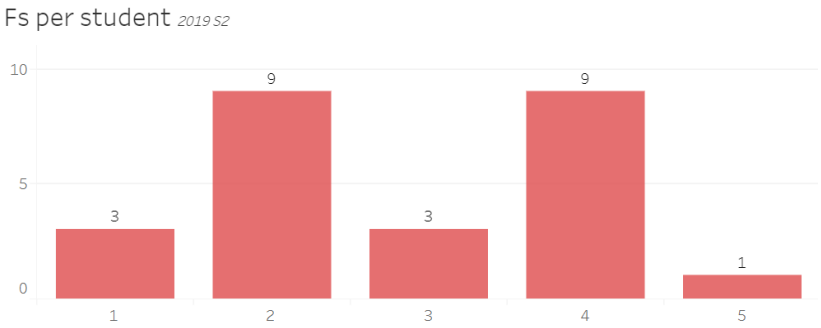
2017



2018



2019



AVID, Accelerated, Honors/AP Enrollment

Data by gender and ethnicity for the current school year (that is all that was available at the time of review) was included in the staff comprehensive data review. Overall enrollment in honors classes shows 232 male vs. 300 female. Overall enrollment in accelerated programs shows 107 male vs. 123 female. All show higher female enrollment even though our school has nearly 30 more male than female students overall.

Currently we have a total of 68 AVID students which is made up of one 8th grade elective class and two 7th grade elective classes. 35% of AVID elective students, 24 out of the 68 students, are in enrolled in at least one accelerated course. The ethnicity breakdown is as follows: 10 Hispanic, 7 White, 3 Filipino, 2 African- American, 1 Korean, and 1 Marshallese. None of the students taking accelerated course are considered ELL.

Approximately 62% (42 out of 68) of the AVID elective students are on free and reduced lunch. Approximately 15 % (10 out of 68) of the AVID elective students are considered ELL.

HONORS SOCIAL STUDIES ENROLLMENT BY RACE AND GENDER

	SOC6 (M)	SOC6 (F)	SOC7 (M)	SOC7 (F)	SOC8 (M)	SOC8 (F)
WHITE	22	36	28	29	19	33
AFRICAN AMERICAN	4		3	3	4	4
FILIPINO	2	6	4	5	3	4
HISPANIC	5	7	5	7	4	3
KOREAN	3	2	4	2		3
CAMBODIAN		1				1
JAPANESE		1	1			
CHINESE	2	1		1		1
VIETNAMESE	1					1
SAMOAN					2	
LOATIAN						1
TOTALS	39	54	45	47	32	51

HONORS ELA ENROLLMENT BY RACE AND GENDER

	LAN6 (M)	LAN6 (F)	LAN7 (M)	LAN7 (F)	LAN8 (M)	LAN8 (F)
WHITE	21	29	27	29	19	31
AFRICAN AMERICAN	4		3	3	5	4
FILIPINO	2	6	4	5	4	4
HISPANIC	5	8	8	10	2	4
KOREAN	3	3	4	2		3
CAMBODIAN	2	1				1
JAPANESE		1	1			
CHINESE				1		1
VIETNAMESE	1					1
SAMOAN					1	
LOATIAN						1
TOTALS	38	48	47	50	31	50

ACCELERATED MATH ENROLLMENT BY RACE AND GENDER

	ALGEBRA (M)	ALGEBRA (F)	GEOMETRY (M)	GEOMETRY (F)	TRIG (M)	TRIG (F)
WHITE	44	39	8	12	1	1
AFRICAN AMERICAN	5	7	3	3		
FILIPINO	11	7	2	4	1	
HISPANIC	6	9	2	9		
KOREAN	3	1		3		
CAMBODIAN	1	1				
JAPANESE	2					
CHINESE		1		1		
VIETNAMESE	1	1		1		
SAMOAN			1			
LOATIAN				1		
TOTALS	73	66	16	34	2	1

ACCELERATED SCIENCE ENROLLMENT BY RACE AND GENDER

	BIOLOGY (M)	BIOLOGY (F)
WHITE	6	14
AFRICAN AMERICAN	2	3
FILIPINO	4	
HISPANIC	3	
KOREAN		2
CAMBODIAN		
JAPANESE		
CHINESE		1
VIETNAMESE		1
SAMOAN	1	
LOATIAN		1
TOTALS	16	22

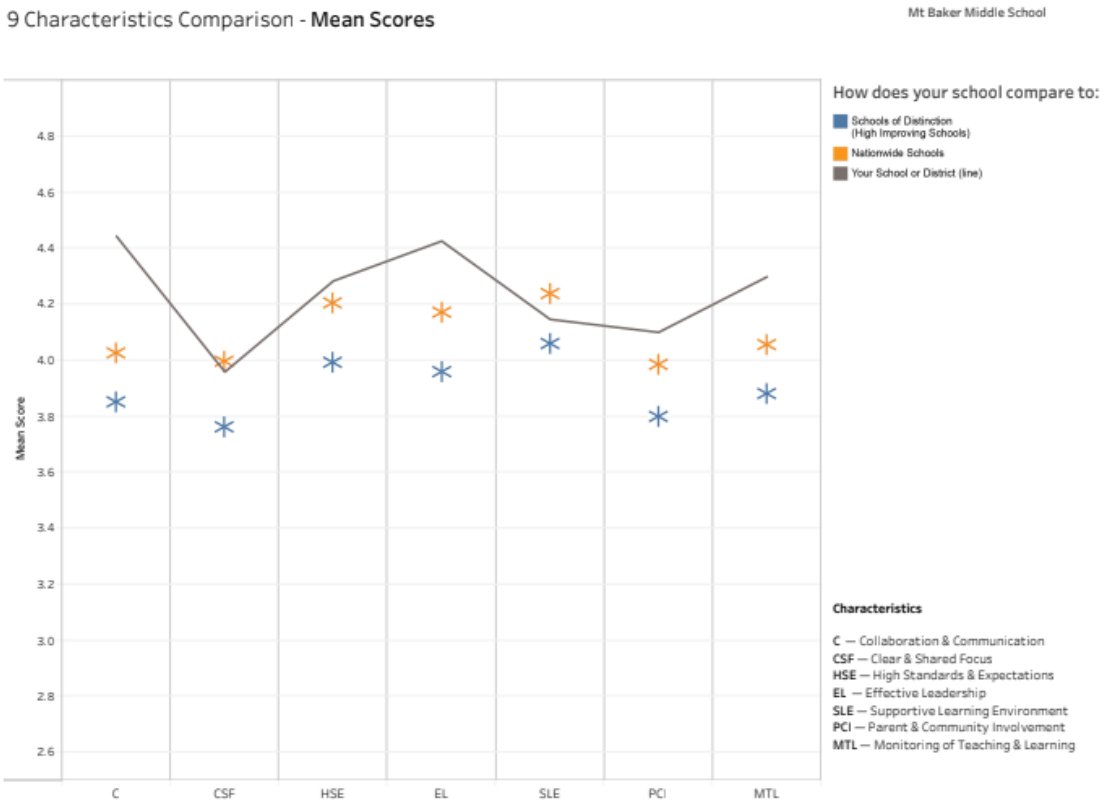
Data Analysis- CEE Perceptual Survey

The staff at Mt. Baker reviewed the following pieces of the 2018 CEE data:

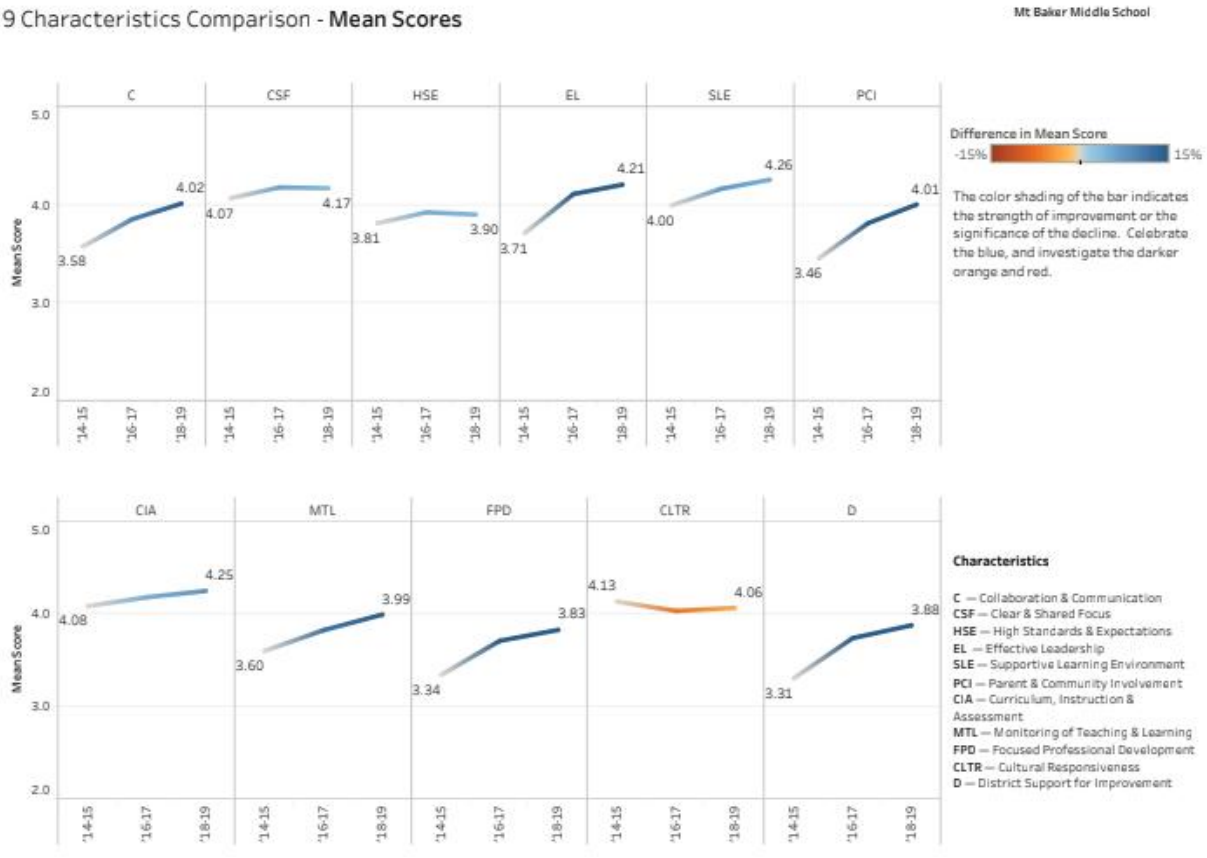
9 Characteristics Summary (staff, parent, student surveys). Our mean scores on the parents survey were well above the schools of distinction trend marks in all categories. With the widest gaps in the areas of Collaboration & Communication and Effective Leadership. The area of Supportive Learning Environment had the smallest gap, but still was above the schools of distinction mark. On the staff version of this document, we noticed that the mean scores in every category went up over the past four years except for one - Cultural Responsiveness. On the student version, we noticed that we went up in the areas of Collaboration & Communication, Parent & Community Involvement, and Effective Leadership, while the other areas remained flat or went down slightly over the past four years.

Staff Readiness for Change - “I” vs. “They” Perspectives was also reviewed. We continue to reduce the gap for “I” vs. “They” (Openness to New Ideas) from 41% in 14-15 to 33% in 16-17 to 31% in 18-19.
22 Staff members completed the CEE Survey in 2014, 55 Mt. Baker staff members completed the survey in 2016, 48 Mt. Baker staff members completed the survey in 2018.

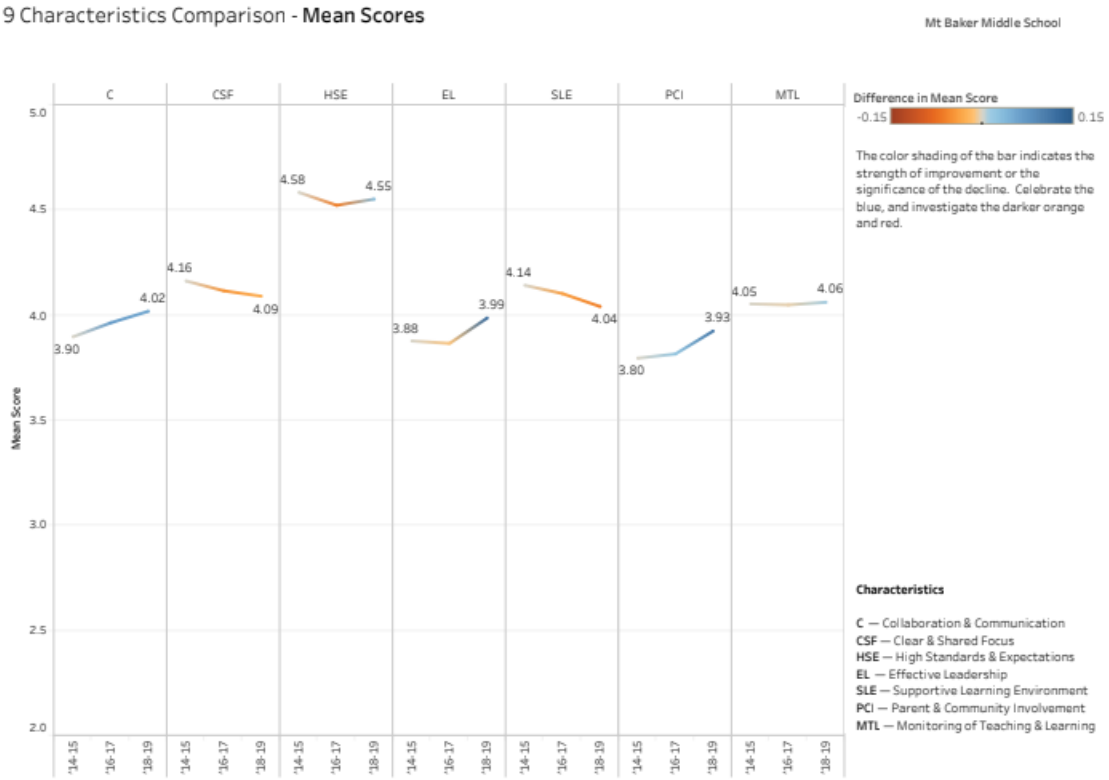
Parent Version

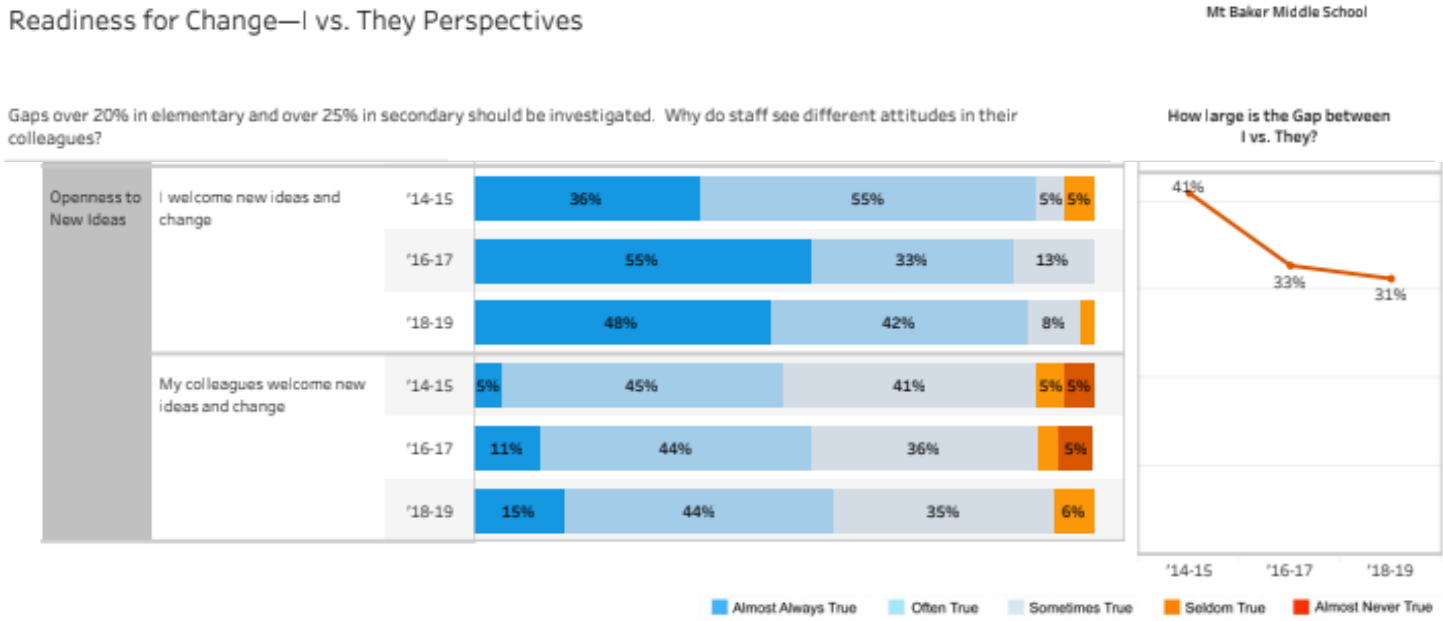


Staff Version



Student Version





Parent Engagement – SWT 2/LAP

- Strategies/at home tools that help families support their students at home in literacy/math/content classes provided throughout the year. (Google Classroom support, Online textbooks, Literacy Handbook, AVID strategies, Parent at home math standards resource, math parent night)
- Ongoing communication systems school-to-home and home-to-school about programs and student progress – meaningful for parents, in home language (as best possible) and timely. (Remind app, weekly newsletter from principal, Google Classroom, email through Skyward, Family Access, phone calls, PRIDE awards)
- Multiple training opportunities for parents in the Fall on the use of Skyward/Family Access offered in multiple languages.
- Support for non-English speaking families through language supports (family liaison, iPad language support in offices, information sent home in their language whenever possible)

Student Transitions – SWT 2 & 3/LAP

- Music program staff visit 5th grade classrooms at feeder schools.
- Counselors and administrators visit feeder schools in Spring.
- High school staff meet with 8th graders in the Spring.
- Orientation for 5th grade families in the Spring.
- 6th graders only on day one, orientation.
- Parent meeting in the Spring to inform parents of High School plans, student needs, ways to support transition.
- May/June meetings between counselors at elem., middle, and high school in order to transition students from 6th – 7th and 7th – 8th.
- 5th grade visitation during the school day in June.

Assessment Decisions – SWT 3/LAP

Assessment data is consistently presented to staff throughout the year for review and analysis at PLC's. Instructional specialists provide clear instruction to staff on how to utilize the provided assessments in order to make academic decisions at PLC's.

With regard to Math and ELA support placement decisions, ongoing formative and summative assessment in math and reading will be reviewed and used to guide the instruction being provided to specific students. iReady data will be reviewed each quarter as an indicator of need and placement in program. Placement decisions based on data will be made with the assistance team (Instructional Specialists, Counselors, Teachers, Admin) on a quarterly basis.

Effective, Timely Assistance – SWT 2 &3/LAP

See attached pyramid of intervention

Prioritized Challenges

Goal 1 - Literacy

Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard in ELA at 46.9%, , with Native Hawaiian/Pac Islander being lowest at ELA 31.9%.

41.1% of our Native Hawaiian/Pac Islander population misses more than 2 days of school per month on average. The next closest demographic is Hispanic/Latino at 19.3%. Additionally, only 31.9% of Native Hawaiian/Pac Islander students met standard in ELA compared to the next demographic (Hispanic/Latino) at 46.9%.

Goal 2 - Math

Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard in Math at 39.4%, with Native Hawaiian/Pac Islander being lowestat Math 23.4%.

The percent of Native Hawaiian/Pac. Islander students meeting standard in math has decreased from 39.9% in 14-15 to 23.4% in 18-19 school year.

Goal 3 - Equity

Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard on assessments (ELA 46.9%, Math 39.4%, Science 33%) with Native Hawaiian/Pac Islander being lowest (ELA 31.9%, Math 23.4%, Science 15.4%)

Regular attendance for Native Hawaiian/Pac. Islander is significantly lower than other demographic groups (58.9%). Next lowest is 81.7% for Hispanic/Latino. For Native Hawaiian/Pac. Islander only 31.9% met standard in ELA and 23.4% in math.

Regular attendance as measured by OSPI (less than two absences per month) for Mt. Baker's Native Hawaiian/Pac Islander students has decreased from 77.8% in 2015 to 58.9% in 2019. In the 2018-2019 school year, Asian students had the highest attendance rate with greater than 90% while our Hawaiian/Pac Islander students had the lowest attendance rate at 58.9%. All other ethnic groups were in the 80% range (81%-88%).41.1% of our Native Hawaiian/Pac Islander population misses more than 2 days of school per month on average. The next closest demographic is Hispanic/Latino at 19.3%. Additionally, only 31.9% of Native Hawaiian/Pac Islander students met standard in ELA compared to the next demographic (Hispanic/Latino) at 46.9%.

SMART Goal 1:

The percent of students at each grade level meeting standard will increase by at least 3% each year from spring 2021 to spring 2023 as measured by the State assessment in ELA for Grades 6, 7, and 8. The percentage of EL students meeting standard at each grade level will increase by at least 5% each year.

SMART Goal 2:

The percent of students at each grade level meeting standard will increase by at least 3% each year from spring 2021 to spring 2023 as mThe percentage of EL students meeting standard at each grade level will increase by at least 5% each year. easured by the State assessment in Math for Grades 6, 7, and 8.

SMART Goal 3:

Student regular attendance will increase by at least 2% per year from 82.3% in 2019 to 88.3% in 2023.

Current Reality: One notable trend was that regular attendance for Native Hawaiian/Pac. Islander is significantly lower than other demographic groups (58.9%). This is a possible contributing factor to performance on SBA scores. For Native Hawaiian/Pac. Islander only 31.9% met standard in ELA and 23.4% in math. 56 students represent this sub group.

SMART Goal 1

Subject Area: ELA		
Target Population: *(based on demographic, discipline and attendance data analysis)*	All students with low regular attendance, with a specific focus on our Hispanic/Latino and Native Hawaiian/Pacific Islander students.	
Our Reality: (*based on assessment data analysis)*	Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard in ELA at 46.9%, , with Native Hawaiian/Pac Islander being lowest at ELA 31.9%. 41.1% of our Native Hawaiian/Pac Islander population misses more than 2 days of school per month on average. The next closest demographic is Hispanic/Latino at 19.3%. Additionally, only 31.9% of Native Hawaiian/Pac Islander students met standard in ELA compared to the next demographic (Hispanic/Latino) at 46.9%. No test scores available for this school year to measure this goal success. Anecdotal and internal assessments show minimal progress, mostly due to the pandemic learning conditions is our assumption.	
Our SMART Goal: *(based on target population and your reality)*	The percent of students at each grade level meeting standard will increase by at least 3% each year from spring 2021 to spring 2023 as measured by the State assessment in ELA for Grades 6, 7, and 8.The percentage of EL students meeting standard at each grade level will increase by at least 5% each year.	

Action Plan

Action Step **SWT 2 & 3/LAP**	MBMS W.I.C.O.R Student Handbook: Skills for Student Success (Writing, Inquiry, Collaboration, Organization, Reading). Continued implementation in all contents and addition of specific AVID strategies with a focus on intentional use of WICOR in every lesson.

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *MBMS WICOR Student Handbook is printed for each MBMS staff member and student* *Staff meeting to distribute and discuss the handbook usage and goals*	Staff look at document through the lens of their own content area through PLC time. Use of strategies, specifically school targeted ones, are recorded during walk throughs and observations.	Dena is working on completing the handbook and will send to print shop when it is completed	Staff meeting to distribute and discuss the handbook usage and goals
September-Mid-November *Students receive WICOR Student Handbooks in ELA classes and begin learning and using the skills for success in ALL classes*	Defined areas of focus for each content area. Decisions/focus created in PLC meetings. Mid quarter 1 grades are reviewed to assess impact on student learning/engagement.	Start with focused notes. Maybe content area focus per month. Content areas	

		create focus in PLC's for quarter or semester.	
Mid-November- January *AVID Celebrations highlighting student work utilizing strategies from the handbook displayed in the halls and possibly in AVID Google Classroom* *Staff collaborating and sharing ideas* *Binder checks to support organization*	AVID Celebrations highlighting student work utilizing strategies from the handbook displayed in the halls and possibly in AVID Google Classroom Binder Checks weekly, focusing on AVID style organization/notetaking. 100% of students participate in binder checks through their weekly checks in a specific period. Walk through observations during binder check days. Teachers provide data on % of students participating. Mid Quarter grades are checked to determine success/impact.		Staff share out at mid-year check-in
February-April *AVID Celebrations highlighting student work utilizing strategies from the handbook displayed in the halls and possibly in AVID Google Classroom* *Staff collaborating and sharing ideas* *Binder checks to support organization*	Evidence of impact is reviewed through our monthly AVID team meeting. Participants bring data (anecdotal and observed) to meeting to share/discuss. Teacher input is requested to help us make decisions around what's working and what needs more support. Celebrations/presentations/display are created to continue to build the AVID culture around our school.	Greg Content leads AVID Staff	
April-June *AVID Celebrations highlighting student work utilizing strategies from the handbook displayed in the halls and possibly in AVID Google Classroom* *Binder checks to support organization*		Greg Content Leads AVID Staff	
Action Step **SWT 2 & 3/LAP**	Translate WICOR handbook section by section as needed to support yearly goals/objectives. (Spanish/Marshallese)		

	This will increase access to this document and the tools within it for student use.

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August - Identifying key WICOR handbook components targeted by ELA and Social Studies		Mike D will review handbook once completed and collaborate with Dena to identify key parts	staff meeting to share objectives of translation
September-Mid-November *Translation by professional services and added to WICOR handbook as an addendum*	Specifically selected sections of handbook translated for student use in the classroom. Creates access to these important tools/documents for students to use to build success in ELA.	Greg	
Mid-November- January *Sharing of translated WICOR handbook components with parents starting with conferences*	Parents able to view, ask questions, during conferences	Greg All teachers	Training for staff on what to incorporate in those conversations with parents.
Alignment to District Improvement:			

SMART Goal 2	
Subject Area: Math	
Target Population: *(based on demographic, discipline and attendance data analysis)*	All students with low regular attendance, with a specific focus on our Hispanic/Latino and Native Hawaiian/Pacific Islander students.

Our Reality: (*based on assessment data analysis)*	Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard in Math at 39.4%, with Native Hawaiian/Pac Islander being lowestat Math 23.4%. The percent of Native Hawaiian/Pac. Islander students meeting standard in math has decreased from 39.9% in 14-15 to 23.4% in 18-19 school year. No test scores available for this school year to measure this goal success. Anecdotal and internal assessments show minimal progress, mostly due to the pandemic learning conditions is our assumption.
Our SMART Goal: *(based on target population and your reality)*	The percent of students at each grade level meeting standard will increase by at least 3% each year from spring 2021 to spring 2023 as measured by the State assessment in Math for Grades 6, 7, and 8. The percentage of EL students meeting standard at each grade level will increase by at least 5% each year.

Action Plan

Action Step **SWT 2 & 3/LAP**	Provide additional learning opportunities during the day and afterschool for the target populations.

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Identify student placement in support classes. Students are placed in Foundations or Intervention classes (based on IReady scores and teacher recommendations).*	Balanced classes, 100% of students receiving the specific support (intervention/enrichment/acceleration) they need for success. Class placement specific to need as shown by ongoing assessments and teacher recommendations.	Math teachers, counselors, and admin.	Time for counselors, teachers, admin to look at the data and make these important decisions.
September-Mid-November	Improved student participation based on numbers of missing assignments, improved grades over last year in the area of Math.		

Mid-November- January *Identify students from the target population for ELD (Extended Learning Day).* *Issue invitations to attend ELD math and contact parents during Conferences.*	ELD attendance (tracked) and improved IReady scores. Daily attendance target is 15-20 students per day. Tracked through the attendance sheets.	Math Teachers	
February-April *At semester, identify possible new target students and reevaluate current students for placement in support classes.*	Support classes are fluid based on student successes and/or need based on I-Ready scores.	Math teachers, counselors, and admin.	
April-June *Collect data to identify students in target populations for support classes in the upcoming year. (I-Ready, SBA, and Teacher Recommendation)*	Support classes are fluid based on student successes and/or need based on I-Ready and SBA scores.	Math teachers, counselors, and admin.	

Action Step **SWT 2 & 3/LAP**	Provide a variety of research based strategies to support instruction and student learning.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Staff PD around all the strategies listed below so all staff know what they are and how to use them. Build consistency within staff.*	Staff trained and comfortable on the use of items in our plan.	Greg and Math Team leads.	Start of year PD around the specific math strategies utilized in our plan.
September-Mid-November *Students receive instruction on using AVID - Focused notes for math learning (research based).* *Explicit Instruction (research based) will be used as a strategy in conjunction with AVID notes.*	Students able to take effective focused notes and know how to use them to support their learning. Daily notetaking by 100% of students/classes is the goal.	Math Teachers	refresher PD for staff on focused note taking.

Mid-November- January l *Students receive instruction via I-Ready and IXL based on individual student needs in their support classes as identified by their I-Ready diagnostic.*	Students are completing identified lessons in I-Ready and IXL. Bulldog Time utilized to support this goal in distance learning.	Math Teachers	
February-April *Students continue to receive instruction on using AVID - Focused notes for math learning (research based).* *Explicit Instruction (research based) will be used as a strategy in conjunction with AVID notes.*	Students continue to take focused notes.	Math teachers	
April-June *Students continue to receive instruction via I-Ready and IXL based on individual student needs in their support classes as identified by their I-Ready diagnostic.*	Students are completing identified lessons in I-Ready and IXL.	Math teachers	
Alignment to District Improvement:			

SMART Goal 3	
Subject Area: Equity	
Target Population: *(based on demographic, discipline and attendance data analysis)*	All students with low regular attendance, with a specific focus on our Hispanic/Latino and Native Hawaiian/Pacific Islander students.

Our Reality: (*based on assessment data analysis)*	Despite being our largest demographic at 36.3%, our Hispanic/Latino students have the second lowest percentage of students meeting standard on assessments (ELA 46.9%, Math 39.4%, Science 33%) with Native Hawaiian/Pac Islander being lowest (ELA 31.9%, Math 23.4%, Science 15.4%) Regular attendance for Native Hawaiian/Pac. Islander is significantly lower than other demographic groups (58.9%). Next lowest is 81.7% for Hispanic/Latino. For Native Hawaiian/Pac. Islander only 31.9% met standard in ELA and 23.4% in math.
Our SMART Goal: *(based on target population and your reality)*	Student regular attendance will increase by at least 2% per year from 82.3% in 2019 to 88.3% in 2023.

Action Plan

Action Step **SWT 2 & 3/LAP**	Increase student engagement among target populations.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Work Group is convened to examine current policy and practice.	Specifically defined plan created to positively connect and impact our target populations. CRT 1 strategies implemented through PLC's and staff PD. Attendance and F data will be reviewed monthly to gauge impact.	Greg ELL Staff Attendance Secretary All teachers	Continued learning around specific cultures in our building.
September-Mid-November Work Group looks at options: - staff mentorship - peer mentorship - Bulldog Crew/ASB - family liaison role - sports and activities - family meetings/interviews - student group meetings and speakers			
Mid-November- January *Continued work throughout the year will be dependent and determined by the work group.*			

Action Step **SWT 2 & 3/LAP**	Provide a more effective and comprehensive response to chronic student absences.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

August Work Group is convened to examine current policy and practice.	Specific plan created Work group started late (Nov.) due to distance learning.	Greg ELL Staff Attendance staff All teachers	
September-Mid-November Work Group addresses: - How can we have a more collaborative and consistent response to chronic absences? - How can we better educate students and families re: attendance? - How can discipline be more effective? - How can we improve teacher/office communication? -			
Mid-November- January Staff, students, and families are made aware of attendance strategies. *Continued work throughout the year will be dependent and determined by the work group.*			
February-April new strategies are implemented			Staff are provided info on new procedures.
Alignment to District Improvement:			

Implementation and PD Calendar – SWT 2 & 3/LAP

Implementation and PD Calendar for 2022-23

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title/LAP Resources
June	Work with data to define placement of math students into support groups for the Fall		Review of math data and placement		Review of math data and placement
August	Focus on student and staff re-engagment	Intro/review of WICOR student handbook	Review SIP Goals and tweak plan as needed based on data and current health protocols in building that may limit ability to meet some goals.		
September	Continue equity work groups to define the actions steps in goal 3				
October	Work to define and get students handbook translated into two more languages and printed.				
November	Student of Concern Meetings	Share translated handbook with parents at conferences			
December					
January	Mid Year check in staff meeting. Check in with SIP progress and implementation.				
February					
March	Student of Concern Meetings	Check in on progress with SIP. Check in on students handbook implementation. Are we ready to add a new topic/focus?			

April					
May	Student of concern meetings				
June	Review SIP progress and implementation with staff		Review SIP progress and implementation.		

Budget – SWT- 4/LAP

Insert Budget Page here.