

Planning Year 2019-2020

Implementation September 2020-June 2023

Olympic 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.

Olympic Middle SchoolSchool			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Jason Hill	Adriane Hartness	Alison Daschbach	Duane Hoori
Cory Ekstrom	Jennifer Willson	Kathe Ball	Christy Price
Laura Hogenson	Kari Millican	Lainee Dow	Wendy Medina
Christie Rogers	Orlyn Carney	Kim Strobel	Gloria Smith-Dorsey
Stephane Harring-Marshall	Steve Mattioli	Nick Baldwin	

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School Improvement Team Signatures 2013-2014			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Emily Butler	Principal		
Jennifer Willson	IS ELA		
Sarah Laramore	ELA/AVID		
Kathe Ball	Title I		
Martina Lemke	ELA		
Laura Hogenson	IS Math		
Christy Price	Math		
Karri Millican	Social Studies		
Michelle Greenwood	Science		
Gloria Smith-Dorsey	AVID		
Nick Baldwin	Special Education		
Stephanie Haring-Marshall	Electives / AVID		
Steve Mattioli	Social Studies / AVID		
Christie Rogers	P.E.		
Orlyn Carney	Band		
Kim Strobel	Computer Science		
Wendy Medina	Counselor / AVID		
Cylie Walker	ELA/AVID		
Each team must include staff, students, families, parents, and community members.			

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	

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Ryan Van Quill	School Board	
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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

Learning together with Cougar PRIDE: Persistence, Respect, Integrity, Determination, Empathy

School Vision

Building academic and social success together to prepare all students for high school and beyond.
Empowering a community of learners with PRIDE.
Persistence*Respect*Integrity*Determination*Empathy

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

Write a description of your SIP team’s background (when did you begin this process, how often did you meet, what you will find in this document). Be sure to describe how all staff were involved in the process.

The building leadership team (SILT) worked together during full day facilitated sessions at the district in October, December, and February (other scheduled sessions were cancelled due to early school closure in March.). All staff engaged in a comprehensive needs assessment in November which began the process of identifying prioritized challenges and strategies to address those challenges. Additional work was done at SILT

meetings which are held monthly and include team leaders representing each content area as well as the Title I coordinator, Instructional Specialists for ELA and Math, AVID Site Coordinator, and AVID Elective teachers. All staff were involved in rating the challenge statements, establishing revised SMART Goals, and in the development of the revised Action Plans. The revised plan and the calendared professional development were presented to the whole staff for feedback and consensus in June.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

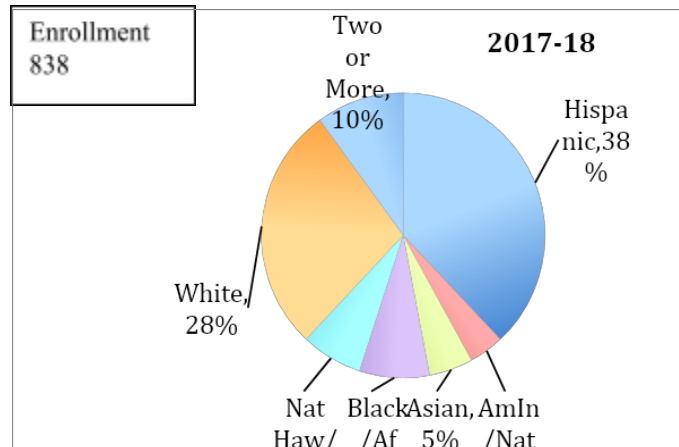
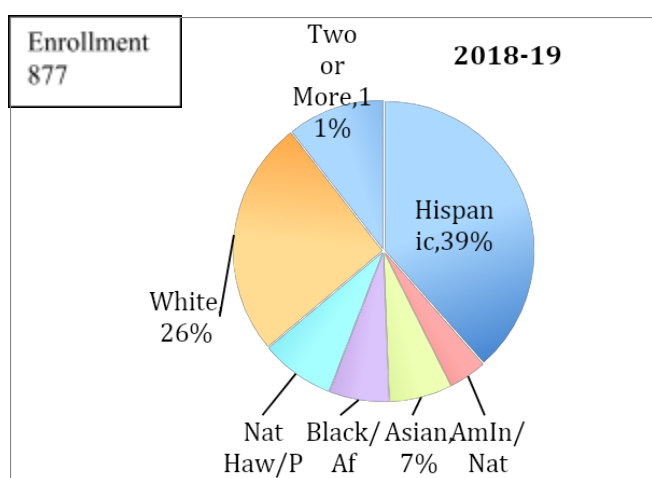
Include all Needs Assessment Data documents used to write each Executive Summary.

Demographic data

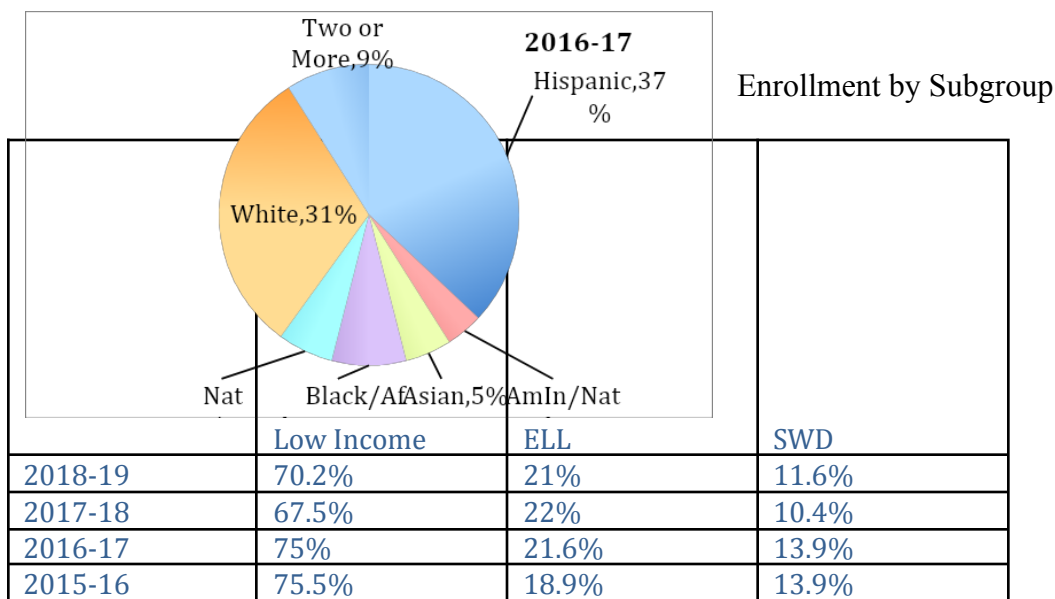
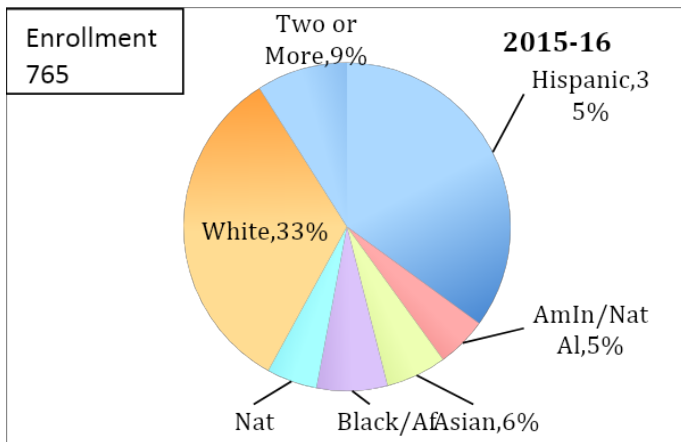
Write an analysis of changing demographics in your building. This analysis should include data for at least 5 years in order to identify trends.

Data from Tableau was used to analyze Olympic's demographic trends from 2016 to 2019. Trends indicate significant population growth, with the Hispanic population notably growing the most.

- EL numbers continue to rise from 18.9% in 2016 to 21% in 2019.
- Low income population has decreased from 75.5% in 2016 to 70.2% in 2019.
- SWD numbers have dropped from 13.9% in 2016 to 11.6% in 2019.
- Hispanic student population has increased from 35% in 2016 to 39% in 2019.
- The total enrollment at Olympic Middle School has increased from 765 in 2016 to 877 in 2019.
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Discipline

Write an analysis of your school discipline trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to identify trends over time.

Data from Tableau was used to analyze trends in discipline data at Olympic Middle School from 2016 to 2019. Trends indicate an increase in out of school suspensions overall, with Hispanic students and SWD showing the largest increase.

Challenges:

- Out of school suspensions for Hispanic students rose from 15.6% of the total suspensions in 2016 to 53% in 2019.
- The gap in discipline rates between SWD and non-SWD has been consistently about 6% from 2014-15 to 2018-19.
- Success:
- Out of school suspensions have decreased for Black students from 16.7% in 2016 to 4.1% in 2019.

Discipline Data from OSPI WA Report Card / Percent of Exclusions by Ethnicity

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	2014-15	2015-16	2016-17	2017-28	2018-19
AmInd/Al Nat	14%	10.3%	13.9%	27.3%	14.6%
Asian	<7%	<6%	<6%	<5%	4.2%
Bl/AfrAm	20%	16.8%	16%	18.7%	9.1%
Hispanic	10.4%	10.7%	12.2%	9.8%	11.9%
NatHaw/PacIs	9.8%	8.0%	6.7%	7.4%	10.8%
Two or More	9.2%	16.5%	16.5%	9.1%	13.9%
White	9.2%	10.4%	7.4%	5.6%	7.9%

Attendance

Write an analysis of your school attendance trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to look for trends over time.

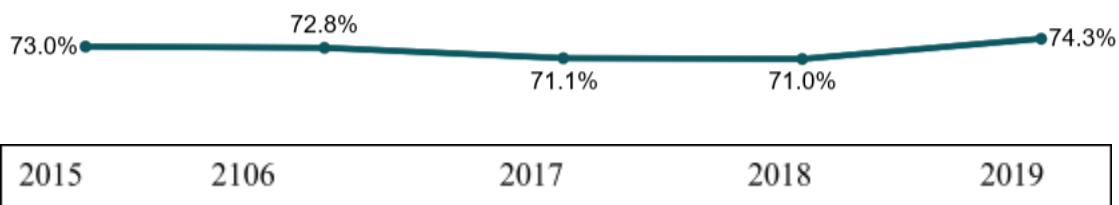
Data from OSPI was analyzed to determine attendance trends from 2015-2019. Regular attendance is defined by OSPI as missing an average of less than 2 days per month. During the 2019 school year, 74.3% of students at Olympic Middle School had regular attendance as measured by OSPI. This is an increase of 1.3% from 2015. Data was disaggregated by race.

Challenges:

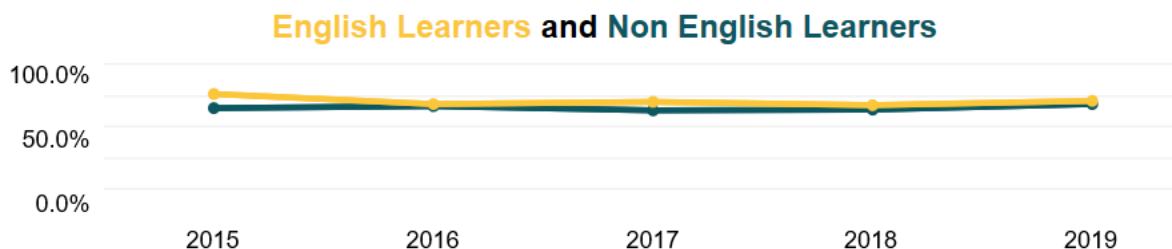
- Regular attendance, as measured by OSPI, for Hispanic students has decreased from 78.6% in 2015 to 76.4% in 2019.
- Regular attendance as measured by OSPI for American Indian//Alaskan Native decreased from 67.6% in 2015 to 47.1% in 2019.
- Regular attendance as measured by OSPI for two or more races was 65.4% in 2015 and 64.6% in 2019.

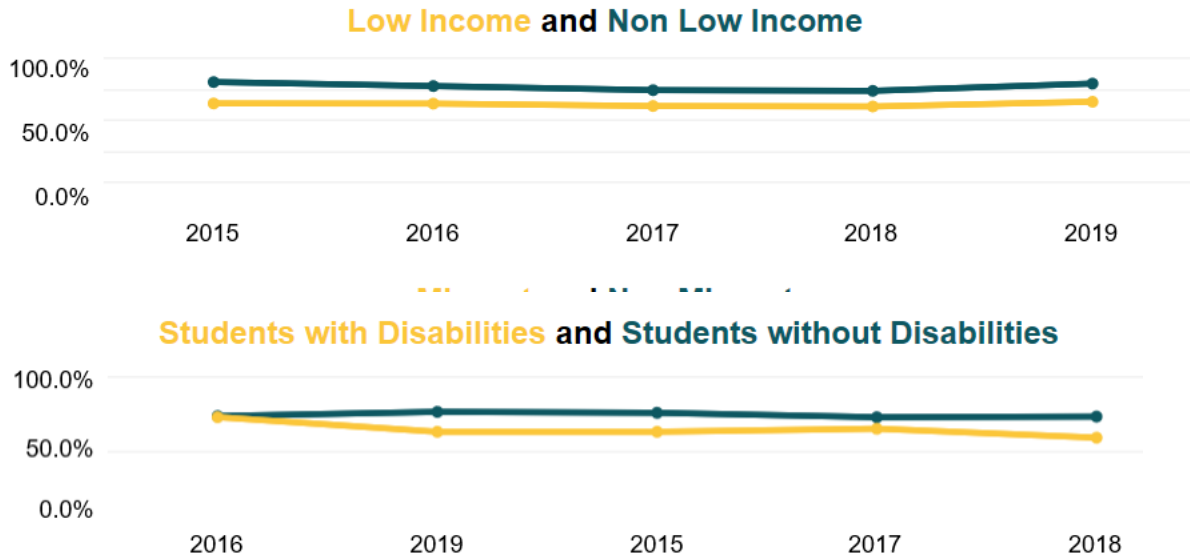
Success:

90% of Asian students had an average of fewer than 2 absences per month in 2018-2019.



Fewer than 2 Absences a Month by Subgroups





Attendance (% with fewer than 2 absences per month)

	2014-15	2015-16	2016-17	2017-28	2018-19
AmInd/Al Nat	67.6%	65.7%	64.3%	57.7%	47.1%
Asian	81.4%	76.7%	75%	>90%	>90%
Bl/AfrAm	70.2%	75%	68.4%	68.2%	78.8%
Hispanic	78.7%	76.1%	76.2%	70.8%	76.4%
NatHaw/PacIs	68.5%	56.1%	59.6%	66.7%	68.7%
Two or More	65.4%	70%	63.9%	68.2%	64.6%
White	69.1%	72.7%	70.2%	70.6%	75%

No disparity in attendance for EL or SWD

Consistent disparity over 5 years between Low Income and Non-Low Income:

2015 71.4% 2019 83%

2019 70.3% 2019 84%

Data Analysis- DIBELS

Write a summary of the analysis of your school's DIBELS data. Disaggregate your data by subgroups. Include multiple years to identify trends over time.

Data Analysis- MAP/iReady (Reading and Math)

Write a summary of the analysis of your school's data. Disaggregate your data by ethnicity. Include multiple years to identify trends over time.

The percent of students on target/at benchmark in math on iReady at 6th, 7th, and 8th grade for the years 2017 to 2019 at Olympic Middle School were reviewed using Tableau. The data is a comparison of students at Olympic to national averages for the same years. The data was disaggregated by ethnicity, gender, poverty, EL, and SWD. Overall the data showed that the percent of math students in the at-risk category increased from 37.7% in the Fall of 2017 to 46.7% in the Fall of 2019, which is an increase of 9%.

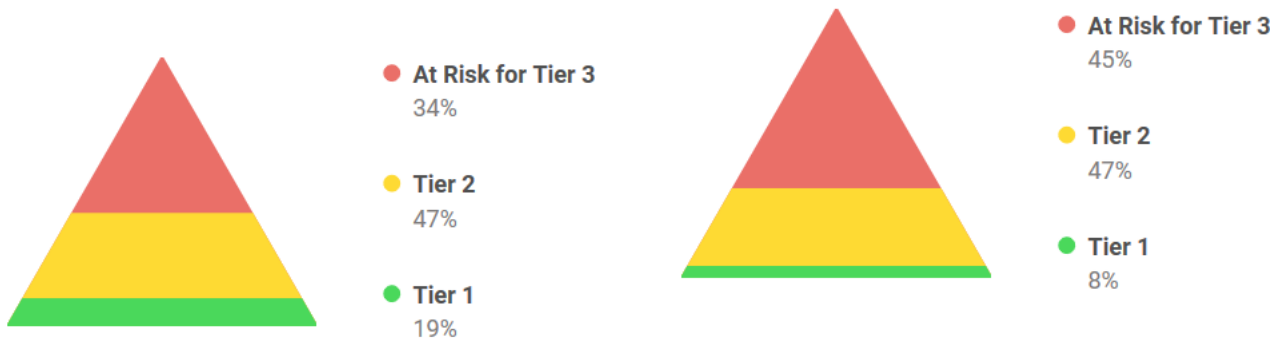
Challenges:

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- The Hispanic student cohort group at Olympic Middle School as measured by iReady that were 6th graders in 17-18 in the red high risk level has increased 14% from 32% in 17-18 to 46% in 19-20.
- The Pacific Islander student cohort group at Olympic Middle School as measured by iReady math that were 6th graders in 17-18 meeting standard level has decreased 37% from 43% in 17-18 to 24% in 18-19 to 16% in 19-20.

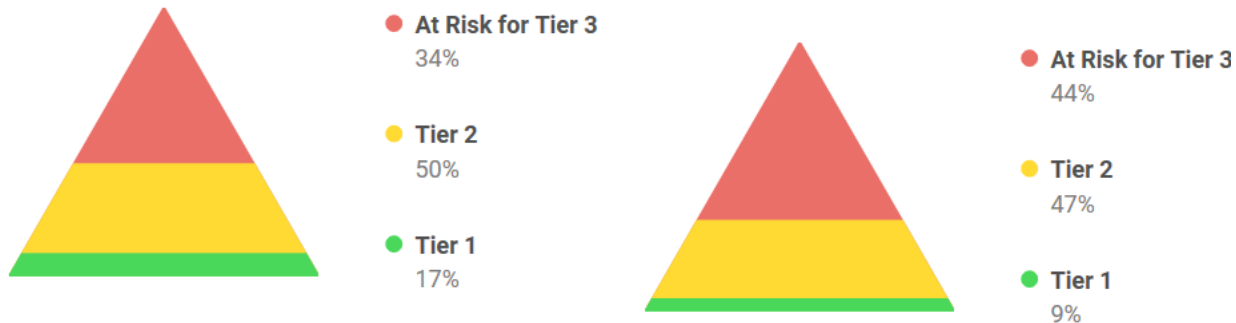
Fall 2017 iReady Math

Spring 2018



Fall 2018

Spring 2019



SBA ELA

Write a summary of the analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Include multiple years to look for trends over time.

Tableau was used to review the trend in the percent of students meeting standard as measured the state assessment from 32.5% in 2015 to 43.3% in 2019. The Washington State School Report Card was used to review data for student growth. The median student growth percentile increased from 24% in 2105 to 45% in 2019. Data in Equity View of Performance (ISDD) was reviewed for the years 2016 - 2019 to disaggregate

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data by grade level, ethnicity, low income, EL, and SWD and to identify the gap between Olympic and the District. The gap between Olympic and the District has decreased from -22.3% in 2016 to -11.4% in 2019.

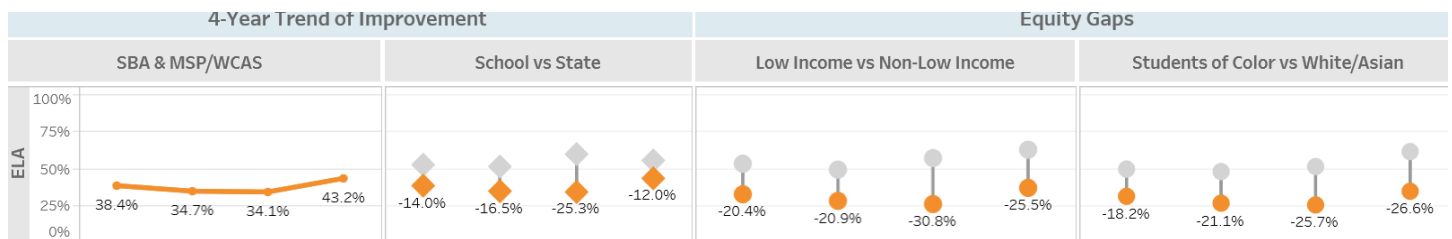
Challenges:

There is a consistent gap between the performance of our students and the average performance across the state, with a significant closing of the gap in 2019. For 6th grade there is a gap of 16%; 7th grade gap of 14%; 8th grade gap average is 17% in 2019 as measured by SBA.

All three grades demonstrated a closing of the gap over three years between 2017 and 2019 SBA: 6th grade moved from a gap of 25% to 16%; 7th grade moved from 23% to 14%; 8th grade moved from 21% to 17%.

Disaggregation of the data by ethnicity, special education, EL and low income as shown by the Equity View of Performance indicates the need to focus on the achievement of EL, SWD, and low income populations of students. There are significant gaps between the Olympic average and that of EL, SWD, and Low Income subgroups:

- During the 17-18 school year out of 730 students in All Grades with a growth score in Olympic Middle School 53% had Low Growth in ELA.
- The gap for low income Olympic students in ELA as measured by SBA increased from -20.4% in 2016 to -25.5% in 2019.
- The gap between students of color and other ethnicities as measured by SBA increased from -18.2% in 2016 to -26.6% in 2019.
- The gap for low income 8th grade Olympic students in ELA as measured by SBA increased from -7.2% in 2016 to -30.1% in 2019.
- The gap between students of color and other ethnicities as measured by SBA for Olympic 6th grade students in ELA increased from -16.3% in 2016 to -22.7% in 2019.
- The gap for Hispanic Olympic students in ELA as measured by SBA increased from -11% in 2016 to -13.6% in 2019.



ELA Claim Level Data Grades 6 and 7

Grade 6 2018-19

Olympic Middle School (17408_3169)	265	2492 ±6	34	Reading	2480 ±7	42	40	17
				Writing	2488 ±6	42	44	15
				Listening	2498 ±9	27	63	11
				Research/Inquiry	2490 ±8	29	53	18

2017-18

Olympic Middle School (17408_3169)	246	2483 ±6	30	Reading	2470 ±7	44	46	10
				Writing	2483 ±6	46	41	13
				Listening	2500 ±9	28	62	10
				Research/Inquiry	2467 ±8	37	49	14

2016-17

SIP Template

Olympic Middle School (17408_3169)	299	2504 ±5	42	Reading	2496 ±7	37	44	18
				Writing	2499 ±6	32	56	12
				Listening	2515 ±8	21	68	11
				Research/Inquiry	2501 ±7	28	53	19

Grade 7 2018-19

Olympic Middle School (17408_3169)	277	2536 ±6	47	Reading	2530 ±8	36	40	23
				Writing	2526 ±8	28	51	21
				Listening	2538 ±8	23	64	12
				Research/Inquiry	2539 ±8	26	49	25

2017-18

Olympic Middle School (17408_3169)	270	2503 ±6	34	Reading	2500 ±7	47	39	14
				Writing	2503 ±7	40	46	14
				Listening	2479 ±8	41	53	6
				Research/Inquiry	2498 ±9	34	49	17

2016-17

Olympic Middle School (17408_3169)	246	2522 ±6	38	Reading	2510 ±7	38	46	17
				Writing	2515 ±7	35	50	15
				Listening	2518 ±8	30	62	8
				Research/Inquiry	2535 ±8	25	50	25

Grade 8 2018-19

Olympic Middle School (17408_3169)	259	2544 ±6	43	Reading	2539 ±8	33	44	22
				Writing	2535 ±8	31	56	13
				Listening	2552 ±9	23	62	16
				Research/Inquiry	2547 ±7	26	53	22

2017-18

Olympic Middle School (17408_3169)	242	2525 ±6	34	Reading	2517 ±7	45	36	19
				Writing	2520 ±7	41	44	15
				Listening	2538 ±9	31	57	11
				Research/Inquiry	2516 ±9	33	52	15

2016-17

Olympic Middle School (17408_3169)	216	2533 ±6	38	Reading	2526 ±7	40	45	15
				Writing	2524 ±8	37	49	15
				Listening	2545 ±9	22	63	15
				Research/Inquiry	2528 ±9	28	55	17

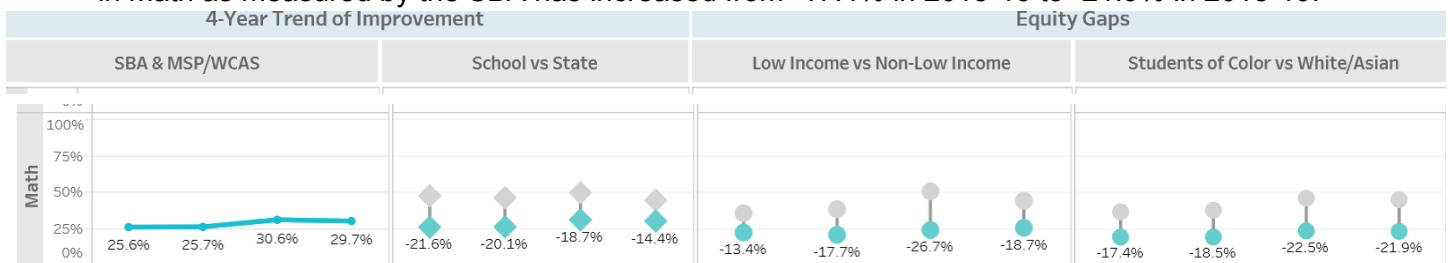
SBA Math

Write a summary of the analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Include multiple years to look for trends over time.

Tableau showed that the percent of students meeting/exceeding standard on SBA at 6th, 7th, and 8th grade increased 4.1% from 25.6% in 2015 to 29.7% in 2019 at Olympic Middle School. The Washington State School Report Card was used to review student growth in math. The median student growth percentile decreased 3% from 28% in 2015 to 25% in 2019. The math data was also disaggregated by ethnicity, low income, EL, SWD, and gender using data in Equity View of Performance (ISDD), which showed significant gaps within each category when compared to the rest of the school. ISDD showed that the gap in math between Olympic and the Auburn School District, with Olympic lower than the district, has decreased from 23.2% in 2016 to 14.3% in 2019, showing that the gap has closed 8.9%.

Challenges:

- The percentage of students meeting standard in math as measured by SBA has shown an increase from 25% in 2014-2015 to 29.7% in 2018-2019 showing a growth of 4.7%.
- The gap between Hispanic students at Olympic Middle School compared to all other ethnicities meeting standard as measured by the Math SBA has remained consistently at -10% from 2016-2019.
- The gender gap between Black/African-American students at Olympic Middle School meeting standard in math as measured SBA has increased from -2.3% in 2015-16 to 16% in 2018-19 with male students consistently scoring higher.
- The gap between students of color and all other ethnicities at Olympic Middle School meeting standard in math as measured by the SBA has increased from -17.4% in 2015-16 to -21.9% in 2018-19.



Math Claim Data Grades 6 and 7

Grade 6

2018-19

Olympic Middle School (17408_3169)	306	2484 ±6	24	Concepts and Procedures	2488 ±7	50	35	14
				Problem Solving and Modeling & Data Analysis	2473 ±7	47	42	10
				Communicating Reasoning	2461 ±7	50	42	8

2017-18

Olympic Middle School (17408_3169)	265	2518 ±7	42	Concepts and Procedures	2532 ±8	39	28	33
				Problem Solving and Modeling & Data Analysis	2502 ±8	38	41	21
				Communicating Reasoning	2489 ±8	43	40	17

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2016-17

Olympic Middle School (17408_3169)	247	2498 ±7	32	Concepts and Procedures	2514 ±8	45	31	24
				Problem Solving and Modeling & Data Analysis	2478 ±7	47	38	15
				Communicating Reasoning	2465 ±7	49	40	11

Grade 7

2018-19

Olympic Middle School (17408_3169)	280	2516 ±7	39	Concepts and Procedures	2525 ±8	46	25	29
				Problem Solving and Modeling & Data Analysis	2487 ±8	42	42	16
				Communicating Reasoning	2507 ±8	33	51	15

2017-18

Olympic Middle School (17408_3169)	269	2500 ±6	26	Concepts and Procedures	2508 ±7	49	34	17
				Problem Solving and Modeling & Data Analysis	2472 ±8	44	45	11
				Communicating Reasoning	2479 ±8	34	56	11

2016-17

Olympic Middle School (17408_3169)	248	2506 ±6	25	Concepts and Procedures	2512 ±7	48	36	16
				Problem Solving and Modeling & Data Analysis	2479 ±8	42	49	9
				Communicating Reasoning	2485 ±8	38	50	11

Grade 8

2018-19

Olympic Middle School (17408_3169)	258	2506 ±7	28	Concepts and Procedures	2513 ±8	52	33	15
				Problem Solving and Modeling & Data Analysis	2485 ±8	47	43	10
				Communicating Reasoning	2488 ±9	47	45	9

2017-18

Olympic Middle School (17408_3169)	244	2511 ±7	24	Concepts and Procedures	2517 ±7	50	36	15
				Problem Solving and Modeling & Data Analysis	2494 ±8	36	53	11
				Communicating Reasoning	2488 ±9	43	45	11

2016-17

Olympic Middle School (17408_3169)	223	2491 ±7	20	Concepts and Procedures	2494 ±7	64	24	12
				Problem Solving and Modeling & Data Analysis	2478 ±8	53	38	9
				Communicating Reasoning	2474 ±9	46	48	6

Data Analysis- English Learner Data (include ELPA21)

Write a summary of the analysis of your school's EL student achievement in ELA, math, and science. Also, include achievement over time of AMAO Targets 1(students making Language progress) and 2 (students transitioning out of service).

The percentage of EL students meeting standard on the state assessments in ELA, math and science from 2016 to 2019 was analyzed using the ISDD Equity View of Performance. The gap between Olympic EL students and EL students in the Auburn School District decreased in math and ELA as measured by students meeting standard on the SBA. However, this gap increased in Science as measured by the WCAS. Trend data for ELPA scores, reported by OSPI from 2016 to 2019, indicates that the number of students making progress (moving up a level) decreased from 58% in 2016 to 11% in 2019.

Challenges:

- The percent of EL students meeting standard increased from 2% in 2015-16 to 2.6% in 2019 as shown on ELPA.
- The percent of EL students progressing decreased 58.3%% in 2016-17 to 10.9% in 2018-2019 as shown on ELPA data.
- EL students meeting standard on the Science SBA decreased from 8.8% in 2016 to 5.7% in 2019.
- The gap of EL students meeting standard on SBA Science in the district compared to Olympic decreased from 10% in 2016 to 1% in 2019, meaning the district decreased overall.

Successes:

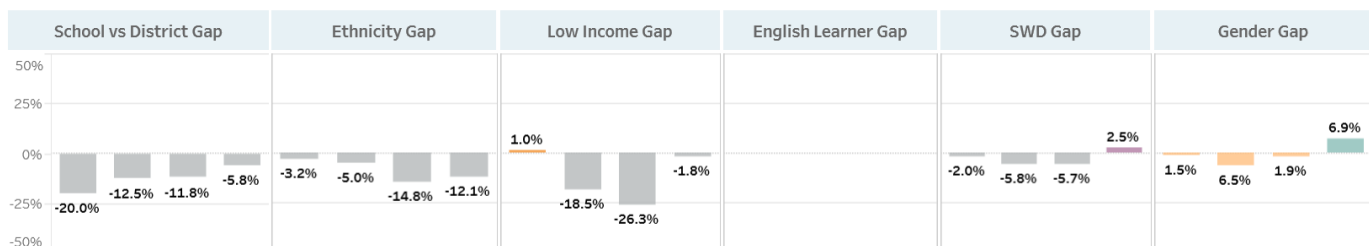
- EL students meeting standard on the ELA SBA increased from 6.5% in 2016 meeting standard on SBA 2019 8.3%
- The gap of EL students meeting standard on SBA ELA in the district compared to Olympic decreased from 20% in 2016 to 6% in 2019.
- EL students meeting standard on the Math SBA increased from 1.6% meeting standard in 2016 to 3.9% in 2019.
- The gap of EL students meeting standard on SBA Math at Olympic as compared to the district decreased from 32% in 2016 to 13% in 2019.

~Select Data to Display~ Results reflect the performance of the Student Group, Grade Level and Test selected, broken down by each of the above subgroups.

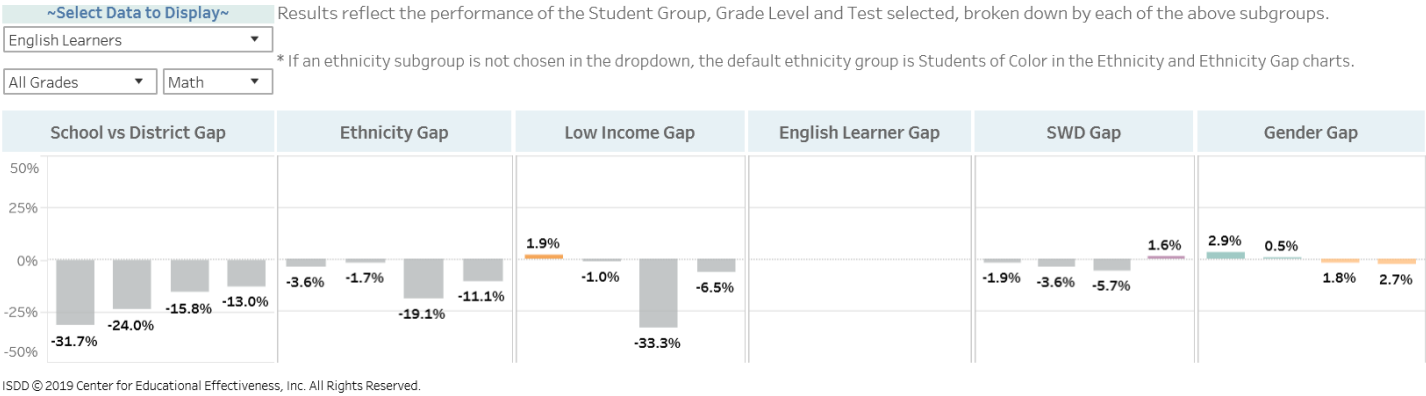
English Learners

All Grades ELA

* If an ethnicity subgroup is not chosen in the dropdown, the default ethnicity group is Students of Color in the Ethnicity and Ethnicity Gap charts.



SIP Template



SIP Template

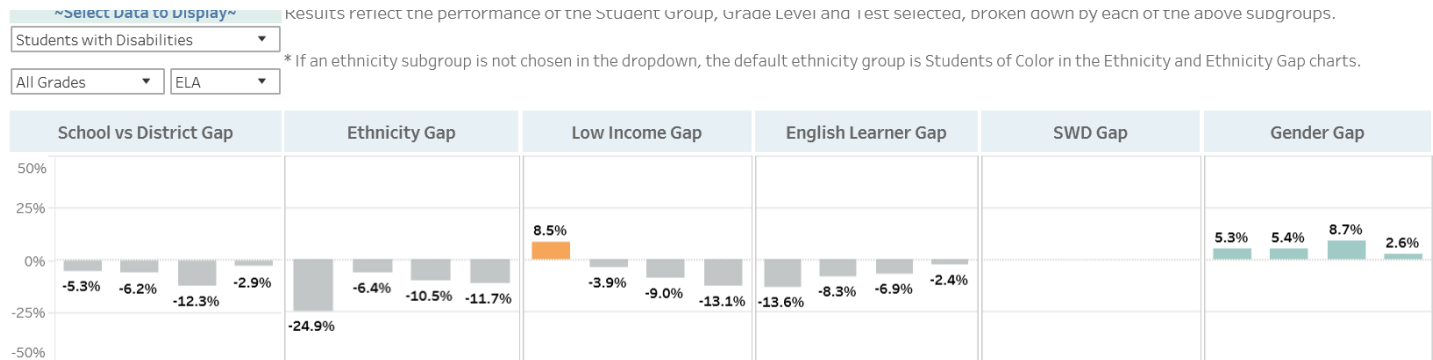
The percentage of students with disabilities meeting standard on the state assessments in ELA, math and science from 2016 to 2019 was analyzed using the ISDD Equity View of Performance. The performance gap between SWD and their non-disabled peers narrowed in the areas of math and science, but increased in ELA. Trend data from 2016 to 2019 indicates that SWD meeting standard on state assessments has decreased in ELA, math and science.

Challenges:

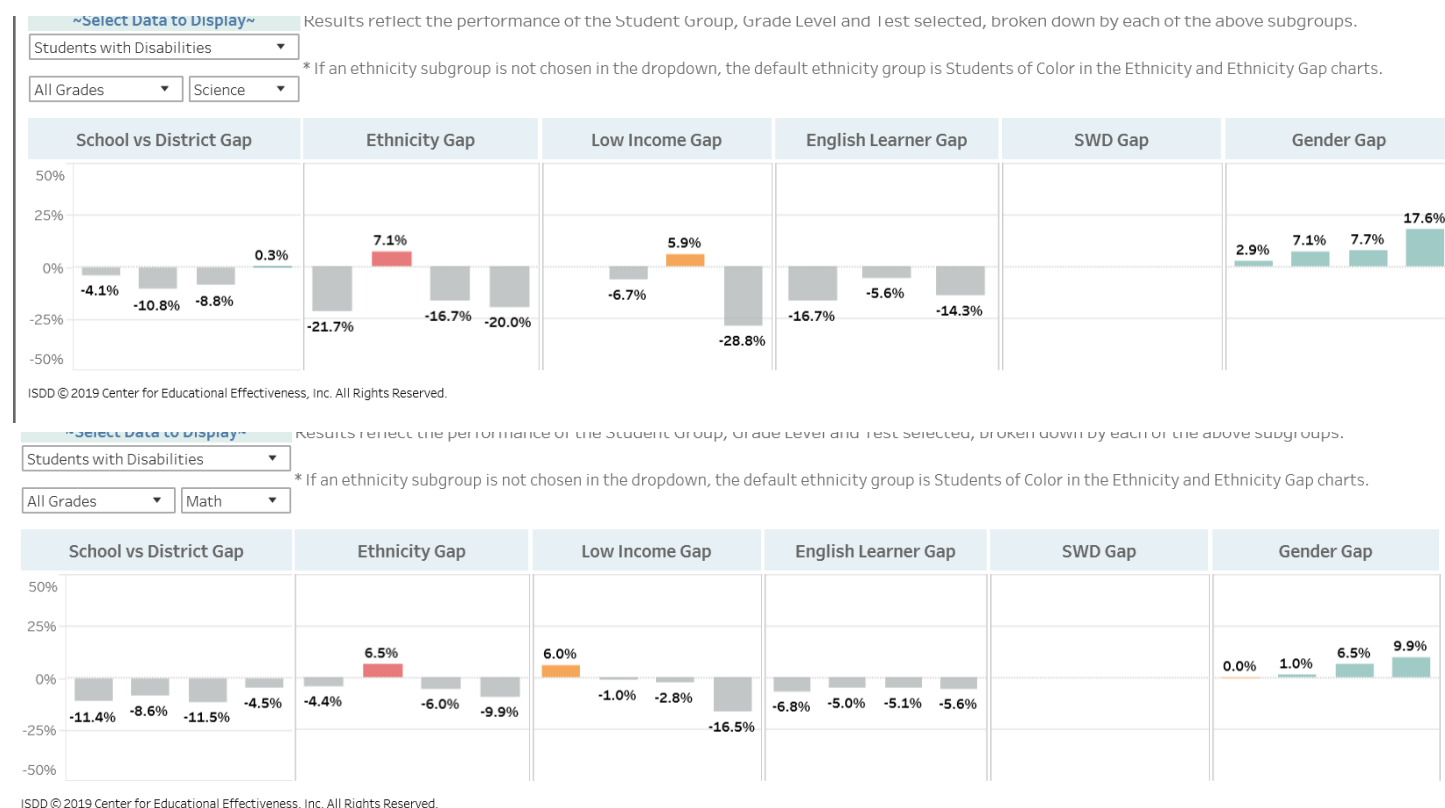
- In 2016 the gap on the ELA SBA between SWD and their non-disabled peers was 26.6%; in 2019, this gap increased to 33.8%.
- In 2016 there was a 23.2% achievement gap between SWD and their non-disabled peers on the Math SBA. In 2019, this gap was 22.2%
- SWD meeting standard on the ELA SBA was 14.8% in 2016 and decreased to 12.3% in 2019.
- SWD meeting standard on the Science WCAS was 13.8% in 2016 and decreased to 10.7% in 2019.

Successes:

- In 2016 there was a 36.7% achievement gap between SWD and their non-disabled peers on the Math SBA. In 2019, this gap was 19.2%
- SWD meeting standard on the Math SBA was 5% in 2016 and increased to 9.5% in 2019.



SIP Template



WCAS (Washington Comprehensive Assessment of Science)

Write a summary of the analysis of your school's data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

The percent of students meeting standard on 8th grade state science assessment (WCAS) was analyzed for the years 2016 through 2019 using the ISDD Equity View of Performance. The data was disaggregated by ethnicity, low income, EL and students with disabilities. Trends indicate that there has been an overall decrease in the percentage of students meeting standard on the WCAS including SWD, Hispanic and low income students.

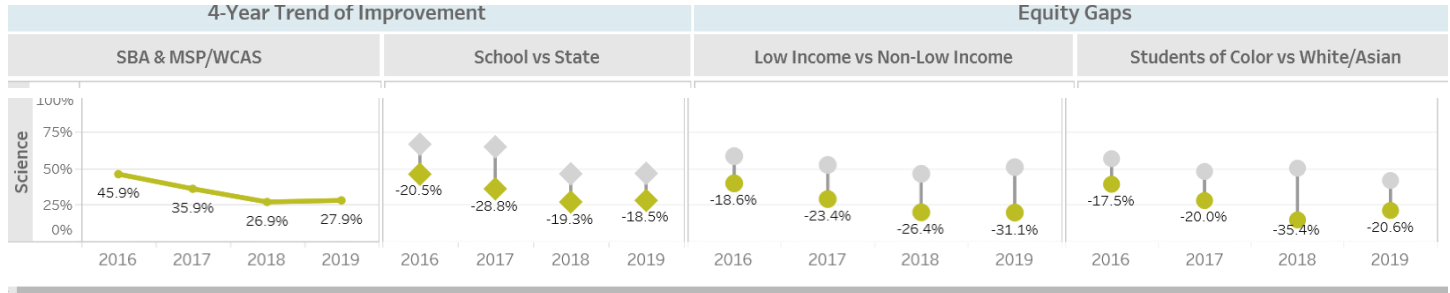
Challenges:

- 8th grade students meeting standard on science achievement test has decreased from 45.9% to 27.9% from 2016 to 2019.
- From 2016 to 2019 the percentage of 8th grade, low income students meeting standard on the WCAS as compared to their non low income peers increased from 18.6% to 31.1%.
- The gap on performance of science achievement has increased from 17.6% to 41.1% for 8th grade students who are also Hispanic and low-income.
- From 2016 to 2019 the 8th grade SWD meeting standard on the state science test decreased from 50.5% to 30%.
- From 2016 to 2019 the 8th grade EL students meeting standard on the state science test decreased from 52.3% to 35.9%.

Successes:

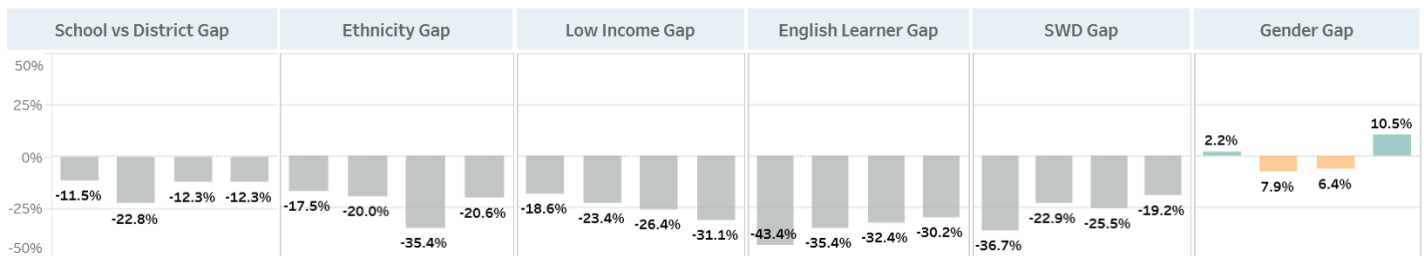
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- From 2016 to 2019 the achievement gap for 8th grade SWD decreased in science achievement from -36.7% to -19.2% as measured by the state science test.
- The gap in performance of science achievement has decreased for 8th grade EL students from 43.4% to 30.2% from 2016 to 2019.
- Gap in science achievement for 8th graders at Olympic compared to the state has decreased from 30.0% in 2017 to 23.7% in 2019.



All Students
All Grades Science

* If an ethnicity subgroup is not chosen in the dropdown, the default ethnicity group is Students of Color in the Ethnicity and Ethnicity Gap charts.



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Credit Attainment/F Data

Write a summary of the analysis of your school's Credit Attainment and F data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

Olympic Semester 2 grades for our White and Hispanic populations were analyzed for the years 2017, 2018 and 2019 using Tableau's Middle School Dashboard. Disaggregation of the data by ethnicity indicates the need to focus on the achievement of Hispanic students.

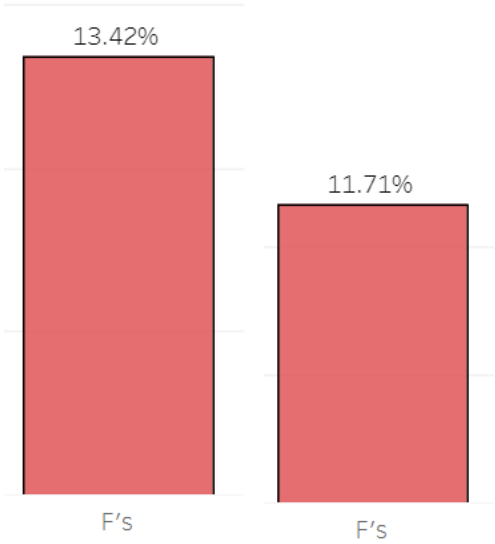
Challenges:

- The Middle School Dashboard shows the percentage of white students who received an F remained relatively consistent at 11.71% in 2017 and 11.61% in 2019.
- The Middle School Dashboard shows that the percentage of Hispanic students who received Fs in 2017 was 13.42% and 16.92% in 2019, which is an increase of 3.5%.
- The gap between white students and Hispanic students receiving F's has increased from 1.71% in 2017 to 5.31% in 2019.

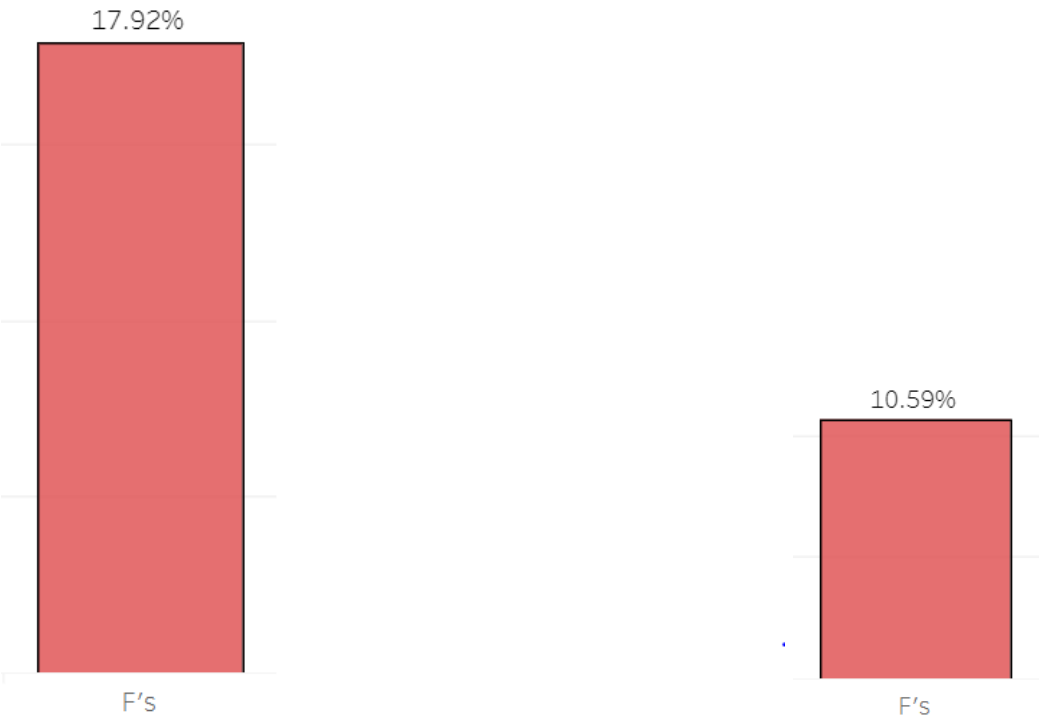
Success: There was a 2% increase in As from 2017 to 2019 for our Hispanic students.

F Data S2 2017 Hispanic compared with White

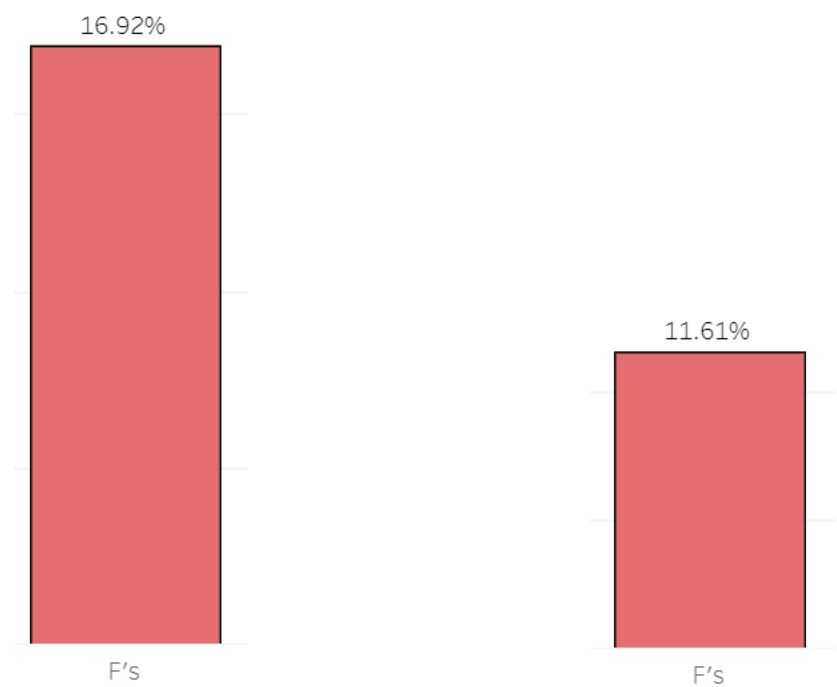
SIP Template



F Data S2 2018 Hispanic compared with White



F Data S2 2019 Hispanic compared with White



AVID, Accelerated, Honors/AP Enrollment

Write a summary of the analysis of students enrolled in accelerated, honors, and AP courses. Disaggregate your data by ethnicity, ELL, low income. Include multiple years to look for trends over time.

Analysis of enrollment in advanced/honors ELA, math and science courses indicates positive changes from 2017 to 2020 in the ethnic make-up of the classes reflecting our student population. Data also show an increase in the number of students enrolled in these courses from 2017 to 2020. Disaggregation by low income/non-low income indicates that more low income students are enrolled in advanced/honors courses than non-low income students. Notably, in science this has reversed since 2017 when the majority of students in advanced science were non-low income and now in 2020 the majority are low income students. Our AVID class enrollment data was also disaggregated by ethnicity and low income. 80% of our AVID elective enrollment is comprised of students of color and there are about 3 times the number of low income students enrolled than non-low income students.

	2017	2018	2019	2020
SCIENCE	Federal Race			

SIP Template

<i>Am Ind</i>	1	1.6%	1	1.9%	0	0.0%	3	2.3%
<i>Asian</i>	7	11.3%	6	11.5%	7	12.1%	18	14.1%
<i>Black</i>	1	1.6%	2	3.8%	3	5.2%	8	6.3%
<i>HispLat</i>	8	12.9%	8	15.4%	17	29.3%	43	33.6%
<i>Multi R</i>	5	8.1%	9	17.3%	5	8.6%	11	8.6%
<i>Pac Isl</i>	4	6.5%	2	3.8%	2	3.4%	7	5.5%
<i>White</i>	36	58.1%	24	46.2%	24	41.4%	38	29.7%
Total	62		52		58		128	

MATH	Federal Race								
	<i>Am Ind</i>	3	2.4%	3	2.1%	4	2.8%	7	3.1%
	<i>Asian</i>	10	8.1%	17	12.1%	18	12.4%	29	12.7%
	<i>Black</i>	4	3.3%	6	4.3%	6	4.1%	8	3.5%
	<i>HispLat</i>	40	32.5%	44	31.4%	54	37.2%	87	38.2%
	<i>Multi R</i>	9	7.3%	15	10.7%	14	9.7%	18	7.9%
	<i>Pac Isl</i>	5	4.1%	5	3.6%	4	2.8%	10	4.4%
	<i>White</i>	52	42.3%	50	35.7%	45	31.0%	69	30.3%
	Total	123		140		145		228	
ELA	Federal Race								
	<i>Am Ind</i>	1	0.6%	3	1.6%	1	0.6%	5	2.2%
	<i>Asian</i>	11	7.1%	21	11.2%	22	13.8%	31	13.7%
	<i>Black</i>	8	5.2%	8	4.3%	5	3.1%	13	5.8%
	<i>HispLat</i>	37	23.9%	54	28.9%	50	31.3%	70	31.0%
	<i>Multi R</i>	15	9.7%	25	13.4%	16	10.0%	27	11.9%
	<i>Pac Isl</i>	6	3.9%	6	3.2%	4	2.5%	11	4.9%
	<i>White</i>	77	49.7%	70	37.4%	62	38.8%	69	30.5%
	Total	155		187		160		226	
		2017		2018		2019		2020	
SCIENCE	Low Income								
	Y	29	46.8%	19	36.5%	28	21.9%	74	57.8%
	N	33	53.2%	33	63.5%	30	23.4%	54	42.2%
	Total	62		52		58		128	
MATH	Low Income								
	Y	76	61.8%	72	51.4%	87	60.0%	133	58.3%
	N	47	38.2%	68	48.6%	58	40.0%	95	41.7%
	Total	123		140		145		228	
ELA	Low Income								
	Y	87	56.1%	94	50.3%	79	49.4%	120	53.1%
	N	68	43.9%	93	49.7%	81	50.6%	106	46.9%
	Total	155		187		160		226	
AVID	Federal Race								
	Asian	8	9.6%			62	74.7%		
	Black	8	9.6%			21	25.3%		
	HispLat	39	47.0%						
	Multi R	14	16.9%						
					Low Income		Percent		
					Yes				
					No				
					Gender				

SIP Template

Pac Isl	5	6.0%	F	47	56.6%
White	9	10.8%	M	36	43.4%

CEE Data

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.

Perceptual data gathered every other year from 2014-2018 was reviewed for trends in the areas of collaboration, communication, high standards, learning environment, and expectations. Survey results compared the Staff, Parent, and Student responses. In the area of supportive learning environment, positive responses from both staff and students decreased from 2014-2018. Student responses

Challenges:

- Student positive response to “the school is orderly and well maintained” on the CEE data decreased 27% from 85% in 2014 to 59% in 2018.
- In the staff survey positive response to “This school is orderly and supports learning” decreased 31% from 70% in 2014 to 39% in 2018.
- Staff positive response on the CEE data about “the willingness to address conflict in the school” decreased 24% from 70% in 2014 to 46% in 2019.
- There was a decrease in positive student responses to “Discipline problems are handled fairly and quickly in this school from 64% in 2014 to 55% in 2018.

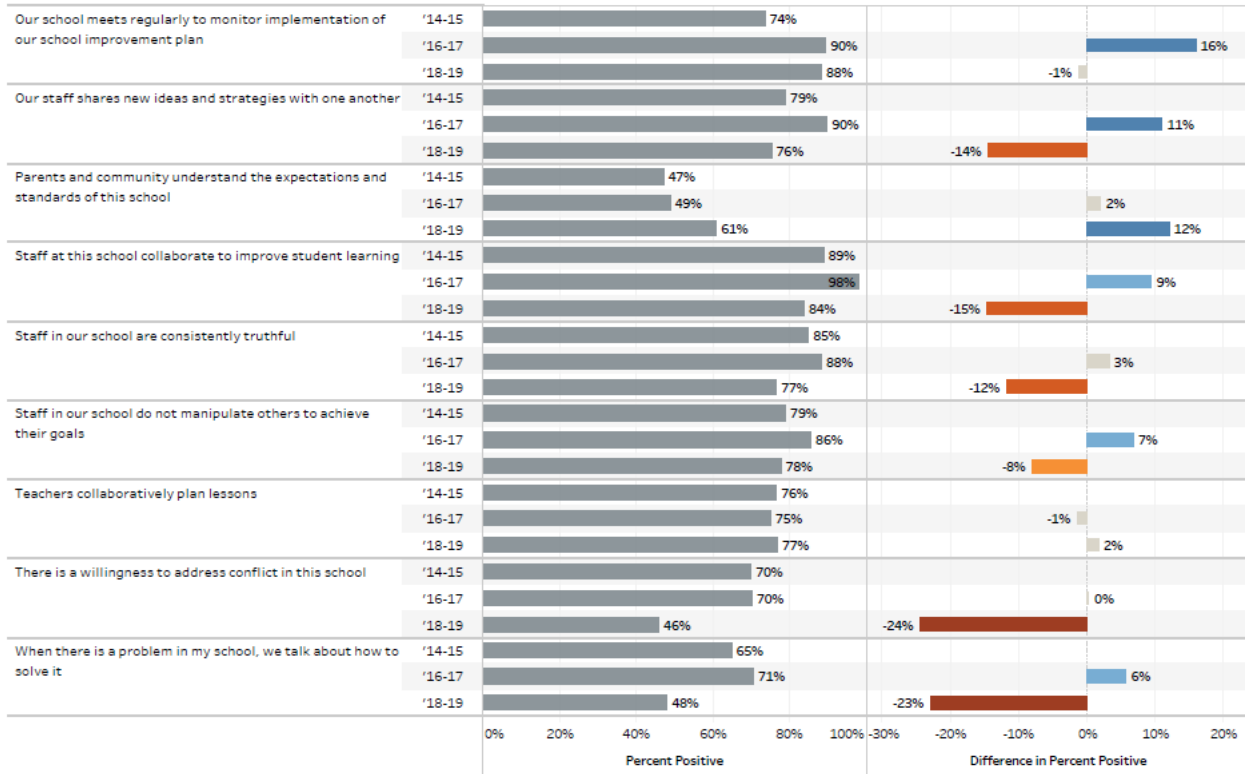
SIP Template

Staff:

High Levels of Collaboration and Communication

Wright Middle School

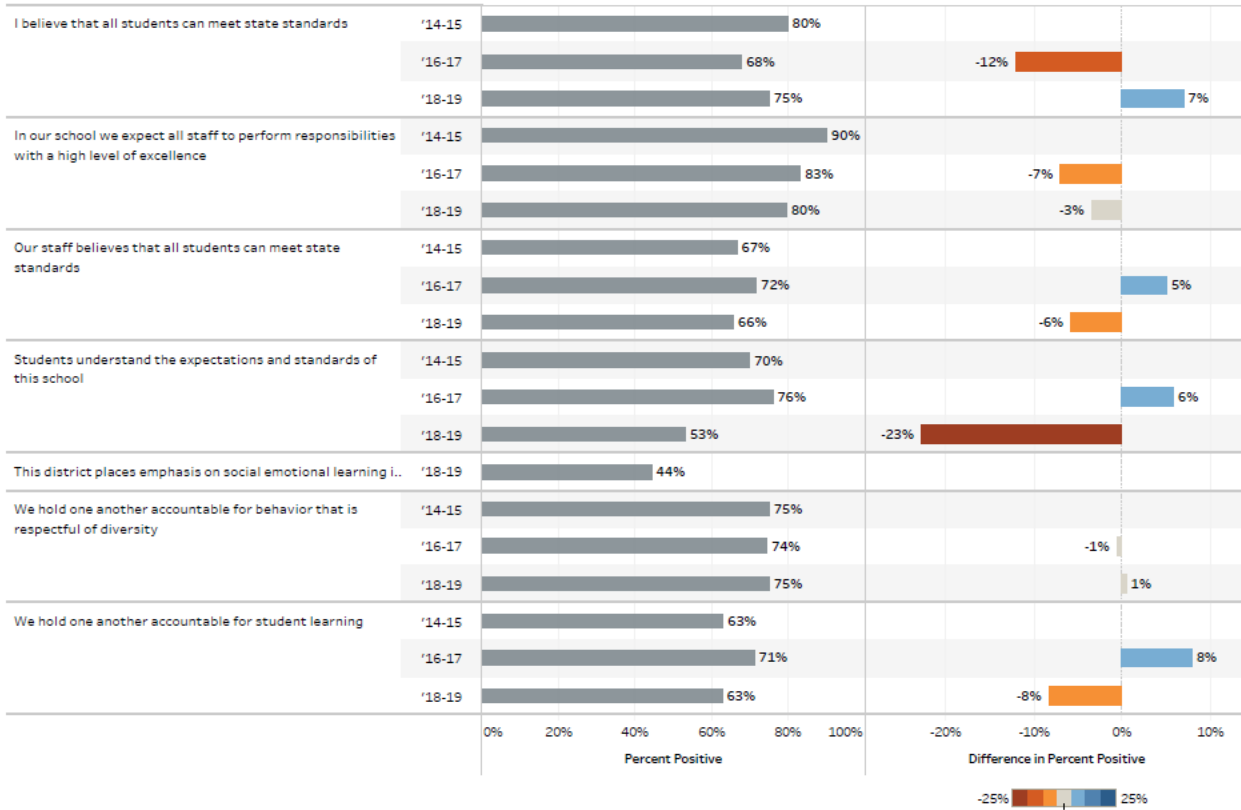
The percent difference on the right side represents the year to year change.



High Standards and Expectations

Olympic Middle School

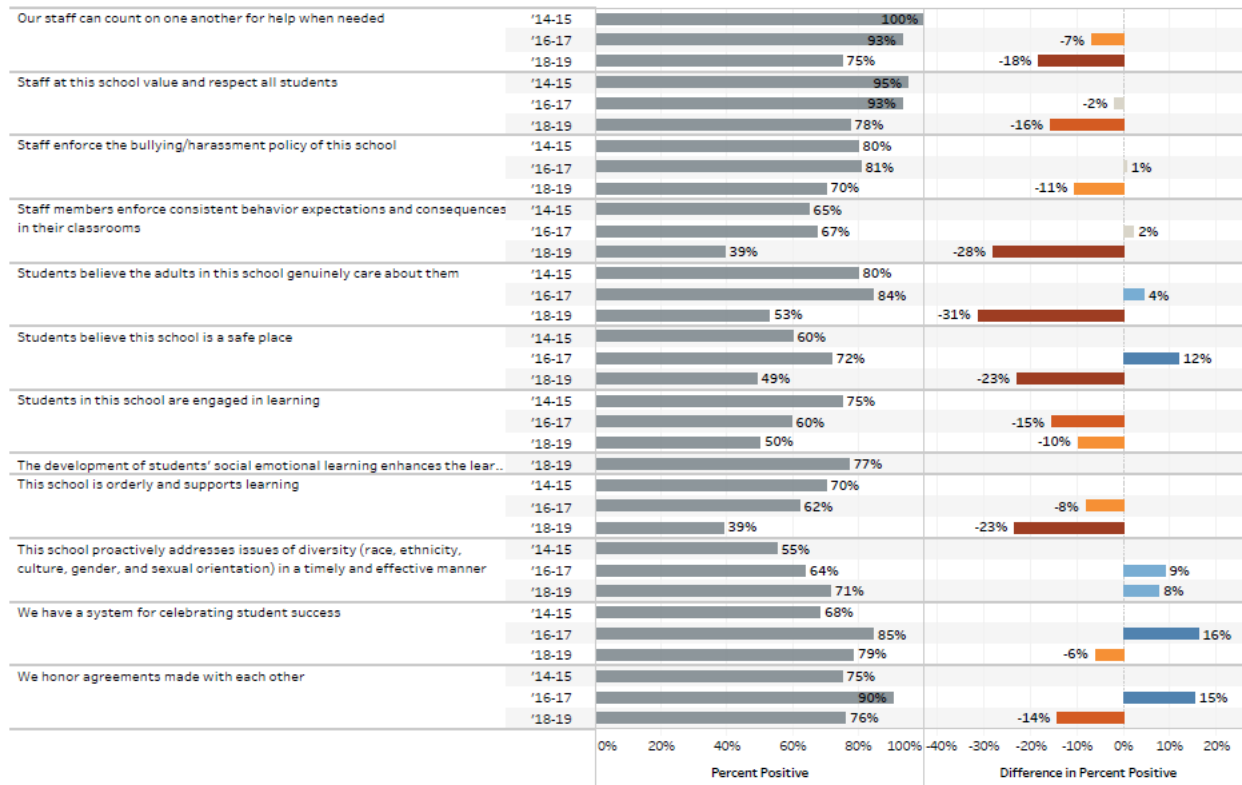
The percent difference on the right side represents the year to year change.



Supportive Learning Environment

Olympic Middle School

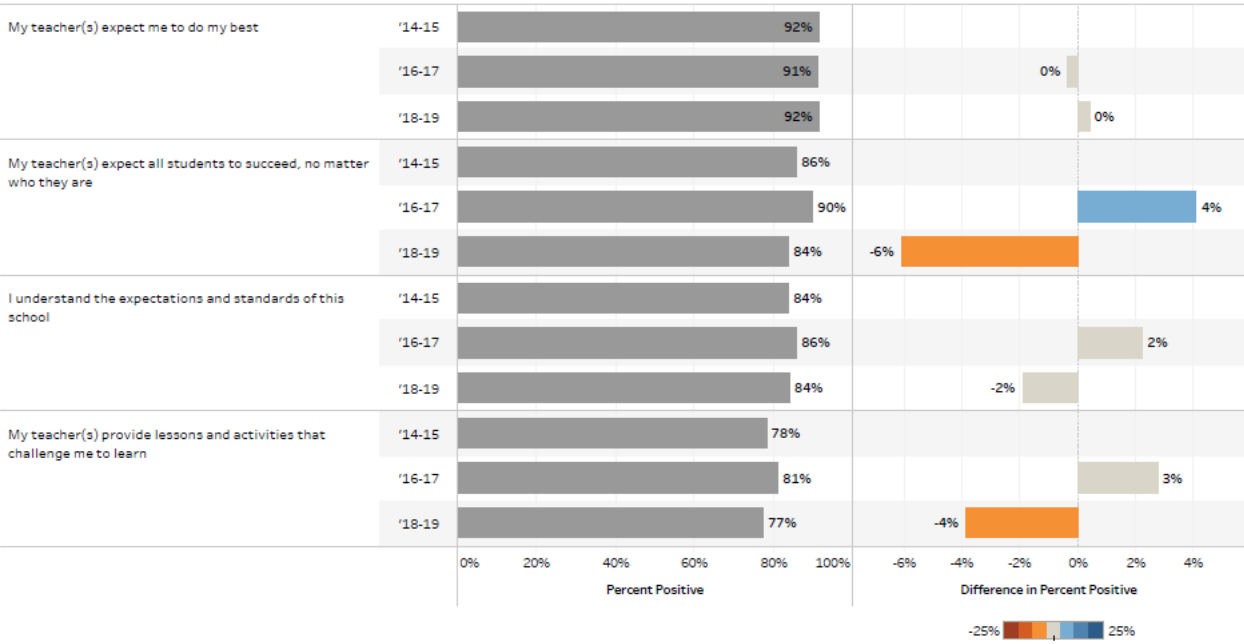
The percent difference on the right side represents the year to year change.



Student:

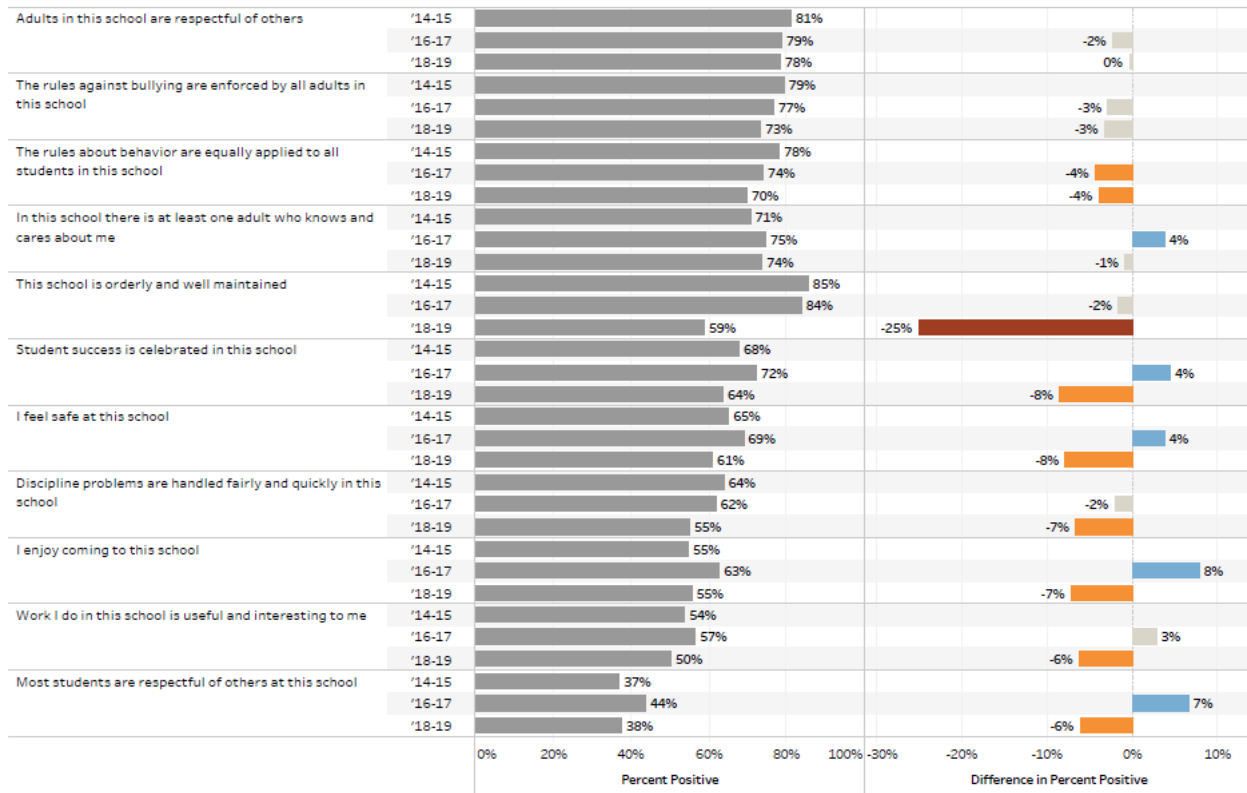
High Standards and Expectations

Olympic Middle School



Supportive Learning Environment

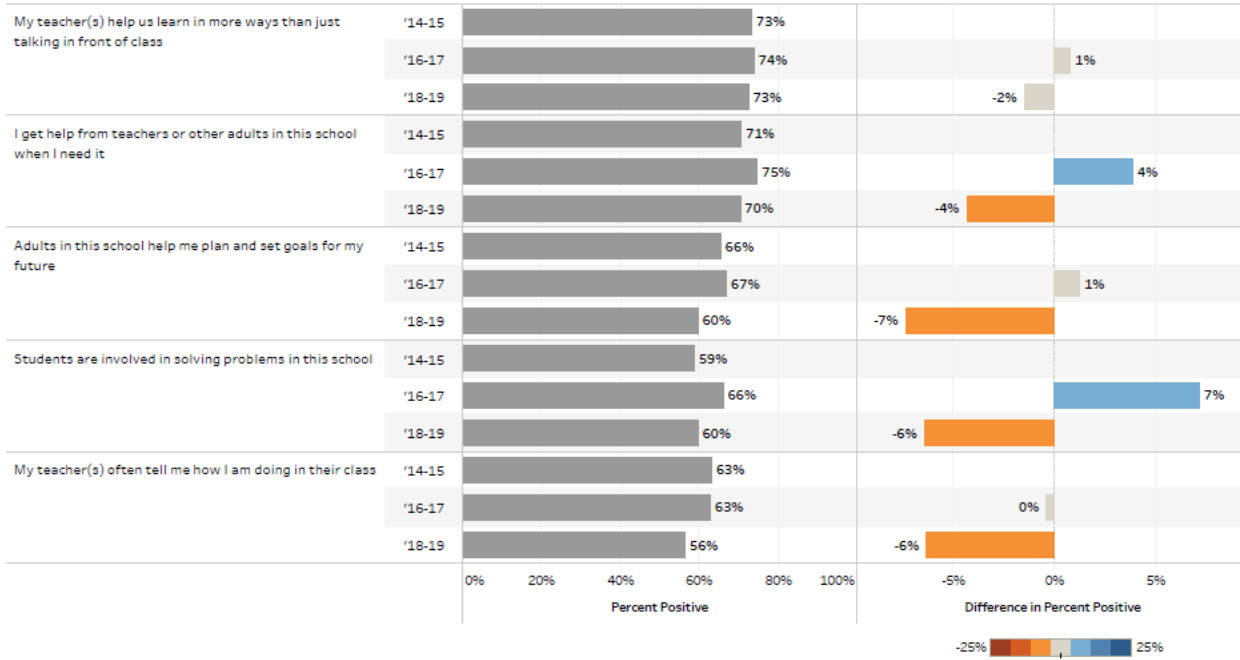
Olympic Middle School



SIP Template

High Levels of Collaboration and Communication

Olympic Middle School



Parent Engagement – SWT 2/LAP

Write a summary of strategies you use to engage parents in the education of their students.

- Monthly parent informational meetings
 - Offered during the day in multiple languages and at night as well.
- Content nights
 - Science, ELA, Math, Social Studies, Electives, PE
- Library displays with books and authors that represent the monthly cultural celebration (Latinx History Month, Black History Month, Womens History Month, Native History Month)
- Window display at the front of the school for the corresponding month. We encourage staff, students and families to contribute to the display.
- Kindness Campaign for anti-bullying month.
- Celebrations of cultural holidays. We invite families and staff to participate.
- Multicultural night at the end of the year which involves staff, students and the community.

Student Transitions – SWT 2 & 3/LAP

Describe transition strategies from pre-K to K, 5th to 6th, 8th to 9th as well as within school grade spans.

Grade 5-6 Transitions:

5th Grade Parent night in June

Elementary Music tour for 5th grades at feeder schools (Band, Choir, Orchestra, & Counselors)

Summer registration schedule pick up (tours, leadership students available to students and parents, counselors and administrative team available, activity information and sign-ups).

SPED staff visit elementary schools

Counselors visit elementary schools

5th grade transition meetings: counselors meet and engage in data based placement recommendations

5th Graders from feeder schools visit and attend orientation assembly

Grade 8-9 Transitions:

College Bound Scholarships: November Info to Parents at conferences/February & March CBS to all 8th Graders / April Parent Night

PSAT Testing in October with Parent Night in April

Career Conference at Olympic (January)

High School & Beyond Plan/Career Cruising (march/April)

High School and Beyond planning (January/February)

HS Registration (February/March)

College Exploration Day (March)

SPED staff visit high schools / High School SpEd Staff invited to join IEP meetings

Assistant Principal meets with each feeder high school regarding “at risk” students

Counselors provide high school counselors with specific roll up information

Assessment Decisions – SWT 3/LAP

Describe teacher involvement in analyzing assessment data to make instructional decisions for students not meeting standard in literacy and math.

All staff participate in a comprehensive needs assessment in November and in a Fall to Spring growth analysis in June. Math and ELA teachers analyze iReady data 3 times a year, noting areas of strength/challenge. ELA teachers engaged students in setting goals based on Fall and Winter iReady data as well as on myPerspective

SIP Template

selection test data. Using the newly adopted Big Ideas math curriculum, teachers analyze assessments for backwards planning of instruction. All literacy-based content areas review classroom- based assessments in PLCs with a focus on comprehension of informational text.

Effective, Timely Assistance – SWT 2 &3/LAP

Describe systematic response to student needs using rank order lists. How are at risk students identified, served, and progress monitored? How are services across programs (Core, ELL, Title I/LAP, SpEd) aligned?

The lowest achieving students in ELA are identified from a rank order roster using both State assessment results and iReady benchmark data. These students receive assistance in a Title I specialist's class in addition to their ELA Core.

Students who are 1 to 2 levels below grade level standard receive additional support in both math and reading provided by the Core teacher. This is in addition to their core Math and/or ELA class.

EL students at language level 1 or 2 are supported with CORE ELA instruction by certificated EL teachers using an EL curriculum. EL students at language level 3 are in ELA Core with additional support in Core Intervention. Additionally, there is a Study Skills support class for EL 2 students.

SWD may be provided instruction in Math and/or ELA in resource room or inclusion in a co-taught Core class. SWD also have access to Core Intervention classes at all grade levels.

Homework help/support is open to all students after school 4 days a week.

Prioritized Challenges

List the top 4 - 6 challenges from your data review for each of your SMART Goals. Explain how all staff were involved in prioritizing challenges in each of the three SMART Goals.

*Your **SMART Goals and Action Steps** must address your prioritized Challenge Narratives from this section*

Literacy

The gap in ELA proficiency between students of color and other ethnicities as measured by SBA has increased from -18.2% in 2016 to -26.6% in 2019.

The gap for Hispanic Olympic students in ELA as measured by SBA increased from 11% in 2016 to 13.6% in 2019.

The gap for low income Olympic students in ELA as measured by SBA increased from -20.4% in 2016 to -25.5% in 2019.

The gap between EL students and non-EL students in ELA as measured by SBA increased from -38.8% in 2016 to -44.4% in 2019.

In 2016 the gap on the ELA SBA between SWD and their non-disabled peers was 26.6%; in 2019, this gap increased to 33.8%. SWD meeting standard on the ELA SBA was 14.8% in 2016 and decreased to 12.3% in 2019.

8th grade students meeting standard on science achievement test has decreased from 45.9% in 2016 to 27.9% in 2019.

Math

The gap between students of color and all other ethnicities at Olympic Middle School meeting standard in math as measured by SBA has increased from -17.4% in 15-16 to -21.9% in 18-19.

The percent of students at Olympic Middle School that showed low growth from the 16-17 to 17-18 on the Math SBA was 52.6% and increased to 59% from 17-18 to 18-19.

The gap between Hispanic students at Olympic Middle School compared to all other ethnicities meeting standard as measured by the Math SBA has remained consistently at -10% from 2016-2019

The Hispanic student cohort group at Olympic Middle School as measured by iReady that were 6th graders in 17-18 in the red high risk level has increased 14% from 32% in 17-18 to 41% in 18-19 to 46% in 19-20.

In 2016 there was a 23.2% achievement gap between SWD and their non-disabled peers on the Math SBA. In 2019, this gap was 22.2%. SWD meeting standard on the Math SBA was 5% in 2016 and increased to 9.5% in 2019.

Equity

Regular attendance for all students at Olympic MS was 73% in 14-15 and 74.3% in 2018-19.

Regular attendance as measured by OSPI for American Indian//Alaskan Native decreased from 67.6% in 2014-2015 to 47.1% in 2018-2019.

SIP Template

Data from Tableau indicates that the Hispanic population's out of school suspensions has risen from 15.6% of the suspensions in 2016 to 53% of the out of school suspensions in 2019.

Student positive response to "the school is orderly and well maintained" on the CEE data decreased 27% from 85% in 2014 to 59% in 2018.

In the staff survey positive response to "This school is orderly and supports learning" decreased 31% from 70% in 2014 to 39% in 2018.

Staff positive response on the CEE data about "the willingness to address conflict in the school" decreased 24% from 70% in 2014 to 46% in 2019.

SMART Goal 1:

The average gap between Olympic Middle School and the State will decrease from -16 in 2019 to zero gap in 2023 as measured by the State assessment in ELA.

SMART Goal 2:

The average gap between Olympic Middle School and the State will decrease from -18 in 2019 to zero gap in 2023 as measured by the State assessment in Math.

SMART Goal 3:

Increase student regular attendance as defined by OSPI from 74% in 2018-19 to 92% in 2022 -2023.

SMART Goal 1			
Subject Area:			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students with particular focus on Hispanic students, SWD, and EL		
Our Reality: <i>(based on assessment data analysis)</i>	Current Reality: 2017 -23, 2018 -26, 2019 -16		
Our SMART Goal: <i>(based on target population and your reality)</i>	The average gap between Olympic Middle School and the State will decrease from -16 in 2019 to zero gap in 2023 as measured by the State assessment in ELA.		
Action Plan			
Action Step SWT 2 & 3/LAP	Intentional lesson planning with standard-aligned Learning Targets and Success Criteria		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August/September Launch</i> Introduce Tights: Clear well-crafted learning targets and Success Criteria integrated into every lesson Students use the Success Criteria to assess their learning progress Teachers provide specific feedback on Task, Process, and/or Self-Regulation Staff Survey to determine where each one is with LT, SC, Feedback		Admin Team SILT ISs	<i>Teacher Clarity Playbook- <u>Module 6</u> Determining the Relevance of the Learning AVID Critical Reading Process: Steps 1- 6 FNT Refresh</i>
<i>September-Mid-November</i> LT and SC are communicated to students and teachers check for student understanding Teachers <i>explicitly</i> engage students in connecting the student work with the SC (what, why, how) – Relevance of the learning: Why am I learning this? How does this connect with my previous learning or what I already know? How will this help me reach the LT and SC?	Analyze Fall iReady Data to identify gaps and plan instruction to close gaps. Set goals for growth by Winter benchmark. *Close monitoring of growth for Hispanic students. Classroom-based assessments in all literacy based classes are analyzed for student growth and work is reflected in PLC minutes Analyze iReady Progress Monitoring every 4 weeks in	Content Team Leads (SILT) Admin Team Is Team Title 1	Monthly am PD sessions support Teacher Clarity work and AVID strategy implementation October (1.5 hours of Bldg 28) <u>Module 7 Designing Assessment Opportunities</u> Feedback: Task. Process, Self-Regulation

SIP Template

Teachers intentionally build classroom culture where mistakes are part of the learning process (Growth Mindset) Exit Tickets and/or Self -Assessments provide students targeted information to assess their own learning	Intervention classes and adjust instruction Exit Ticket and Self-Assessment data shared and analyzed in PLCs Classroom Walkthrough data		November (1.5 Bldg hours) Exit Tickets & Assessments Opportunities / FNT
<i>Mid-November- January</i> Continue work outlined above Teacher engages students in processing content using the AVID 10-2-2 Teacher feedback to students is specific to the Task, Process, and/or Self-regulation. Feedback helps students answer 3 questions: Where am I going? How am I doing? Where do I go next?	Analyze Fall to Winter iReady Growth to identify gaps and student needs Analyze my Perspectives selection tests during ELA PLC to identify instructional steps All literacy-based classes analyze assessment data for student growth Classroom Walkthrough Data indicates Students can articulate where they are in their learning, what they are doing, and why	Content Team Leads Admin Team SILT Team ISs	November (2.0 hrs) *Data review Impact of Implementation on student learning, attendance, discipline, grades *Assessment of Implementation am PD: AVID Collaboration Strategies & <i>Clarity for Lrng</i> Chapters 4 & 5 January PD (1.5 hours of Bldg 28) AVID Critical Rdg process Steps 9 – 11; Entence Frames & Word Banks
<i>February-April</i> Continue work as outlined above Teachers intentionally engage students in the use of success criteria to articulate where they are in the learning and their next steps to reach the LT and SC	Classroom Walkthrough Data indicates Students can articulate where they are in their learning, what they are doing and why Analyze Winter benchmark iReady data (*Focus on growth of Hispanic students)	Content Team Leads Admin Team ISs Title 1	am PD *<i>Clarity for Lrng</i> Chapters 6 & 7 *AVID Quick Writes*AVID Collaboration Strategies April 1.5 hr PD <i>Teacher Clarity Playbook</i> Module 8 Creating Meaningful Lrng Experiences

SIP Template

<i>April-June</i> Continue work as outlined above Reflect/review of implementation and next steps 2021-22	Repeat Staff survey given in the Fall to analyze growth in classroom practice and determine next steps Analyze Fall to Spring iReady growth Classroom Walkthrough Data indicates Students can articulate where they are in their learning, what they are doing, and why	Content Team Leads Admin Team ISs Title 1	am PD <i>*Clarity for Lrng</i> Chapters 8 & 9, 10 & 11 *FNT process 2 hr PD SIP Review/Reflection Plan for Year 2
Action Step SWT 2 & 3/LAP	Students process content through the 5 Phases of Focused Note Taking and use of AVID writing and reading strategies		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> Review the 5 Phases of FNT and ways to effectively integrate into lesson design		Admin team SILT ISs Title 1	AVID Critical Reading Process, Steps 1 – 6 and Building Vocabulary FNT Refresh
<i>September-Mid-November</i> Explicitly teach the 5 phases of FNT All classroom teachers implement Steps 1- 6 of the AVID Critical Reading Process	Fall survey of Staff and Students re: FNT	Admin team SILT ISs Title 1	am PD AVID “10-2-2”
<i>Mid-November- January</i> Continue work outlined above Teacher across all content classes implement AVID Quick Write	Winter Staff and Student survey re: FNT	Admin team SILT ISs Title 1	November PD includes FNT and Assessment Opportunities January PD includes AVID Critical Reading Process, Steps 9 – 11 AVID Sentence Frames/Word Banks

SIP Template

February-April Focus on AVID Critical Reading Steps 9 – 11: responding to a writing task, Summarizing the text, Sentence starters and templates Teachers implement use of Sentence Frames and Word Banks		Admin team SILT ISs Title 1	
April-June Continue work as outlined above Reflect / Review levels of implementation, need for additional PD, and next steps for 2021-22	Spring Staff and Student survey re: FNT	Admin team SILT ISs Title 1	
Alignment to District Improvement: Educate: Ensure relevant learning, high achievement and graduation for each student.			

SMART Goal 2			
Subject Area:			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students with particular focus on Hispanic students, SWD, and EL		
Our Reality: <i>(based on assessment data analysis)</i>	Current Reality: 2017 -22, 2018 -18, 2019 -18		
Our SMART Goal: <i>(based on target population and your reality)</i>	The average gap between Olympic Middle School and the State will decrease from -18 in 2019 to zero gap in 2023 as measured by the State assessment in Math.		
Action Plan			
Action Step SWT 2 & 3/LAP	Intentional lesson planning with standard-aligned Learning Targets and Success Criteria		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

SIP Template

<i>August</i> Introduce Tights: Clear well-crafted learning targets and Success Criteria integrated into every lesson Students use the Success Criteria to assess their learning progress Teachers provide specific feedback on Task, Process, Self-Regulation Staff Survey to determine where each one is with LT, SC, Feedback		Admin Team ISs SILT	See Goal 1 above
<i>September-Mid-November</i> LT and SC are communicated to students and teachers check for student understanding Teachers <i>explicitly</i> engage students in connecting the student work with the SC (what, why, how) – Relevance of the learning: Why am I learning this? How does this connect with my previous learning or what I already know? How will this help me reach the LT and SC? Teachers intentionally build classroom culture where mistakes are a valued part of the learning process	Refer to Goal 1 above	SILT Admin Team ISs Title I	Refer to Goal 1 above
<i>Mid-November- January</i> Continue work outlined above Teachers engage students in processing content using the AVID 10-2-2 Teacher feedback to students is specific to the Task, Process, and/or Self-regulation. Feedback helps students answer 3 questions: Where am I going? How am I doing? Where do I go next?	Analyze Big Ideas assessments to identify need to reteach Classroom Walkthrough data indicate students can articulate where they are in their learning, what they are doing and why Analyze monthly iReady Progress Monitoring in Intervention classes to determine effective of instruction and make adjustments as needed	SILT Admin Team ISs Title I	Refer to Goal 1 above

SIP Template

<i>February-April</i> Continue work as outlined above Teachers intentionally engage students in the use of success criteria to articulate where they are in the learning and their next steps to reach the LT and SC	Analyze Winter iReady data with focus on growth of Hispanic students. Identify instructional strategies to close gaps. Analyze monthly iReady Progress Monitoring in Intervention classes to determine effective of instruction and make adjustments as needed	SILT Admin Team ISs Title I	Refer to Goal 1 above
<i>April-June</i> Continue work as outlined above Reflect/review of implementation and next steps 2021-22	Refer to Goal 1 above	SILT Admin Team ISs Title I	Refer to Goal 1 above
Action Step <i>SWT 2 & 3/LAP</i>	Students process content through the 5 Phases of Focused Note Taking and use of AVID writing and reading strategies		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> Review the 5 Phases of FNT and ways to effectively integrate into lesson design		Admin team SILT ISs Title 1	Refer to Goal 1 above
<i>September-Mid-November</i> Explicitly teach the 5 phases of FNT All classroom teachers implement Steps 1- 6 of the AVID Critical Reading Process	Fall survey of Staff and Students re: FNT Classroom Walkthrough Data indicates increased engagement of students in the 5 phases of FNT	Admin team SILT ISs Title 1	
<i>Mid-November- January</i> Continue work outlined above Teacher across all content classes implement AVID Quick Write	Winter Staff and Student survey re: FNT Classroom Walkthrough Data indicates increased engagement of students in the 5 phases of FNT	Admin team SILT ISs Title 1	

SIP Template

February-April Focus on AVID Critical Reading Steps 9 – 11: responding to a writing task, Summarizing the text, Sentence starters and templates Teachers implement use of Sentence Frames and Word Banks	Classroom Walkthrough Data indicates increased engagement of students in the 5 phases of FNT	Admin team SILT ISs Title 1	
April-June Continue work as outlined above Reflect / Review levels of implementation, need for additional PD, and next steps for 2021-22	Spring Staff and Student survey re: FNT Classroom Walkthrough Data indicates increased engagement of students in the 5 phases of FNT	Admin team SILT ISs Title 1	
Alignment to District Improvement: Educate: Ensure relevant learning, high achievement and graduation for each student.			

SMART Goal 3			
Subject Area:			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students with particular focus on Hispanic students, SWD, and EL		
Our Reality: <i>(based on assessment data analysis)</i>	Current Reality: Attendance as Reported by State: 2015-16 73%, 2016-17 71%, 2017-18 71%, 2018-19 74%		
Our SMART Goal: <i>(based on target population and your reality)</i>	Increase student regular attendance as defined by OSPI from 74% in 2018-19 to 92% in 2022 -2023.		
Action Plan			
Action Step SWT 2 & 3/LAP	Actively engage students in Inquiry and Collaboration (WICOR)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Costa's Levels of Complexity and tiered questioning strategies Collaboration strategies		SILT Admin Team AVID Site Coordinator	Costa's levels of Complexity AVID Collaboration Strategies

SIP Template

<i>September-Mid-November</i> Teacher explicitly teach students Costa's Levels of Complexity Teacher intentionally plan multiple levels of questions into every lessons Teacher routinely use Costa's question stems	Monthly analysis of: Attendance data Discipline data Suspension data Review of 1 st quarter F data	Admin Team SILT ISs AVID Site Coordinator	November (1.5 Bldg hrs) Costa's levels of Complexity / Question stems
<i>Mid-November- January</i> Continue work as outlined above Intentional planning in the use of Higher Level Questions Intentional planning includes an AVID student collaboration strategy in every lesson	Monthly analysis of: Attendance data Discipline data Suspension data Review of 1 st semester F data Classroom Walkthroughs indicate evidence of student collaboration/discourse	Admin Team SILT ISs AVID Site Coordinator	am PD AVID Collaboration Strategies
<i>February-April</i> Continue work as outlined above	Monthly analysis of: Attendance data Discipline data Suspension data Classroom Walkthroughs indicate evidence of student collaboration/discourse	Admin Team SILT ISs AVID Site Coordinator	March (1.5 hr Bldg) Costa's Levels of Complexity am PD AVID Collaboration Strategies
<i>April-June</i> Continue work as outlined above Reflection and Planning forward	Monthly analysis of: Attendance data Discipline data Suspension data Classroom Walkthroughs indicate evidence of student collaboration/discourse	Admin Team SILT ISs AVID Site Coordinator	
Action Step SWT 2 & 3/LAP	Increase teacher capacity to use culturally responsive teaching practice		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August/ September</i> Review the 7 principles of Culturally Responsive Teaching, emphasis on CRT 6 Teachers individually set goals for the year around one or more Principle		Admin SILT Equity Team	Staff and Student Wellness CRT 1,2,3, 4 and 6

SIP Template

<i>September-Mid-November</i> Teacher focus on CRT 6: Classroom is managed with firm, consistent, loving control and CRT 4: Students are reinforced for their academic development All classroom teachers implement <i>Second Step</i> grade level lessons weekly 4th Period Teachers engage students in setting growth goals in all classrooms (use iReady as the basis of goal setting)	Analysis of office referral data, hallway huddle data, suspensions, attendance and mid-term grades Intervene with students of concern of concern based on data analysis	Admin SILT Equity Team	November (1.5 hr Bldg) includes CRT 4 and 6
<i>Mid-November- January</i> Continue work as outlined above Intentional planning includes “Doorways” to principle 4 Students are reinforced for academic development Teachers engage students in reviewing growth goals	Analysis of office referral data, hallway huddle data, suspensions, attendance and semester grades Intervene with students of concern of concern based on data analysis	Admin SILT Equity Team AVID Site Coordinat	AVID: communicate and nurture mutual accountability to high expectations related to academic success, behaviors, attitudes
<i>February-April</i> Continue work as outlined above Teachers review individual goal work set in August and collaborate in PLC to enhance their continued growth Teachers engage students in Goal reflection/progress using Winter iReady in ELA and Math, classroom-based assessments in other content areas	Analysis of office referral data, hallway huddle data, suspensions, attendance and mid-term grades Intervene with students of concern of concern based on data analysis	Admin SILT Equity Team	March (1.5 hr Bldg) PD includes CRT 4
<i>April-June</i> Continue work as outlined above Teachers engage in a self-assessment of individual and collective cultural responsive practice (tool for assessment TBD) Reflect/review our individual and collective cultural	Analysis of office referral data, hallway huddle data, suspensions, attendance and semester grades Intervene with students of concern of concern based on data analysis	Admin SILT Equity Team	

SIP Template

Alignment to District Improvement: Engage: Connect students to their schools and learning.
Empower: Enable students and staff to thrive now and in the future.

Implementation and PD Calendar – SWT 2 & 3/LAP

Implementation and PD Calendar for 2020 – 21

Staff Professional Development 2020-2021

Month	Building 28+6(principal's hours)	Staff Meeting (pm)	SILT Meetings	District /Waiver Days	Title extra hours
August			8/26 SILT Retreat	8/31 MS LID	
September	9/1 Start Up 7 hrs Goal 3: CRT 6 9/3 Launch SIP 7 hrs Goals 1 & 2: Module 6 <i>Teacher Clarity Playbook</i> AVID Critical Reading Process Steps 1 - 6 Focused Notetaking refresh 9/2 District ½ day, PM content areas 9/22 am Staff PD AVID FNT and "10-2-2"	9/17 Start of Year	9/15 PLC Launch; leadership goals Title I Review 9/29 AVID Staff and Student Survey Results	9/8 Individual determined day	Book Study: <i>CRT and the Brain</i> monthly meets 9/16 New Teacher Mtg. 9/30 New Teacher Mtg
October	10/12 1.5 hr SIP PD Goals 1&2:Module 7 <i>Teacher Clarity Playbook</i> and Feedback 10/20 am Staff PD Ch. 1 -3 <i>Clarity for Learning</i>	10/22 Follow up on 10/12 PD	10/13 Debrief PD / Analyze Fall Benchmark Data/Implementation Check 10/27 AVID	10/9 Waiver Day	10/14 New Teacher Mtg 10/27 CRT&Brain 10/28 New Teacher Mtg
November	11/2 1.5 hr SIP PD Goals 1&2: FNT/Exit Tickets and Assessment/ CRT 4 Opportunities 11/18 2 hr SIP PD Data and Implementation Review / Goal 3: CRT 4 11/24 am Staff PD AVID	11/12 Follow up on feedback Strategy Implementation	11/3 Debrief PD Plan 11/18 SIP work and data review 11/17 AVID	11/18-11/20 Conferences	11/4 New Teacher Mtg 11/24 CRT&Brain
December	12/8 am Staff PD Ch.4-5 <i>Clarity for Learning</i>	12/10 Follow up on CRT 6 and 4	12/1 SIP Implementation Check 12/15 AVID		12/2 New Teacher Mtg 12/15 CRT&Brain
January	1/12 am Staff PD AVID 1/25 1.5 hr SIP PD Goal 3: Costa's Levels of Complexity/Question Stems Sentence Frames	1/21 Mid-Year SIP Implementation Reflection, Review	1/5 Mid Year Goals Check / Evaluate am PD sessions/ Title I Review 1/19 AVID Staff and Student Survey Results		1/6 New Teacher Mtg 1/19 CRT&Brain
February	2/2 am Staff PD Ch.6-7 <i>Clarity for Learning</i>	2/11 Costa's Levels of Complexity Implementation	2/9 Analyze Winter benchmark 2/23 AVID	2/1 Optional Day (grading day)	2/3 New Teacher Mtg 2/23 CRT&Brain
March	3/1 1.5 hr SIP PD CRT 4 / Costa's Levels of Complexity 3/9 am Staff PD AVID	3/18 AVID Critical Reading Steps	3/2 Debrief 3/1 PD/Leading Implem 3/16 AVID 3/30 Plan 4/12 PD	3/8 Waiver Day	3/3 New Teacher Mtg 3/30 CRT&Brain
April	4/12 1.5 hr SIP PD <i>Teacher Clarity Playbook</i> Module 8	4/22 CRT 6&4	4/13 Debrief 4/12 PD Plan 4/22 Staff mtg		4/27 CRT&Brain 4/28 New Teacher Mtg

SIP Template

	Creating Meaningful Lrng Experiences 4/20 am Staff PD Ch.8-9 <i>Clarity for Learning</i>		4/27 AVID		
May	5/18 am Staff PD AVID FNT	5/13 Costa's Complexity Levels	5/11 Title I Review /Benchmark Data 5/25 AVID Staff and Student Survey Results	5/10 Waiver Day	5/25 CRT&Brain 5/26 New Teacher Mtg
June	6/8 am Staff PD Ch.10-11 <i>Clarity for Learning</i> 6/14 2 hr SIP PD Review, Reflect Impact of Implementation Plan Year 2	6/10 Closing	6/15 Debrief 6/14 PD/ finalize plan for Year 2		6/15 CRT&Brain

Budget – SWT- 4/LAP

Insert Budget Page here.

