

Planning Year 2016-2017
Implementation September 2017-June 2020

Mt. Baker Middle School
School Improvement Plan



Goal 1:

The percentage of Mt Baker Middle School students achieving at levels three and four in ELA will increase by 5% each year from and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the state reading assessment for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4, 6th 55%, 7th 65%, 8th 66% Levels 1 & 2, 6th 45%, 7th 34%, 8th 34%.)

Action Step 1**Continue to build collective teacher efficacy**

1. Creation/fidelity with assessment calendars in every content area/PLC
2. 1:1 technology rollout
3. Literacy Handbook work (RACES, Two Column Notes, summarization, questioning)
4. Student of Concern Meetings

Action Step 2**Consistently and intentionally engage students in goal setting and self-reporting grades**

1. Student goal setting/assessment tracking in all classes

Goal 2: The percentage of Mt Baker Middle School students achieving at levels three and four will increase by 5% each year and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the math MSP for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4 6th 55%, 7th 51%, 8th 46%. Levels 1 & 2, 6th grade 45%, 7th grade 49%, 8th grade 54%)

Action Step 1**Continue to build collective teacher efficacy**

2. Creation/fidelity with assessment calendars in every content area/PLC
3. 1:1 technology rollout
4. Literacy Handbook work (RACES, Two Column Notes, summarization, questioning)
1. Student of Concern Meetings

Action Step 2**Consistently and intentionally engage students in goal setting and self-reporting grades.**

1. Student goal setting/assessment tracking in all classes

Goal 3:

Educational disparities based on race, economics, and other dimensions of differences will be reduced or eliminated. Data used to determine success will be discipline and grades (F data and suspensions...first semester this year as baseline...close disparity gap).

Action Step 1**Focus on principles 4 and 7 of culturally responsive teaching as defined by Gary Howard.**

1. Deep Equity work (review and build understanding around principle's 4 and 7)
2. Teachers are reinforcing student academic development through self-monitoring of assessments and student goal setting
3. Teachers intentionally incorporating collaborative strategies that reinforce the sense of community amongst learners.
4. Teachers intentionally incorporating collaborative strategies that reinforce the sense of community amongst learners as well as the importance of individual effort and achievement through the use of self-monitoring and student goal setting

Action Step 2**Continue ACES work with a focus on building student resilience.**

1. Learning around the idea of building resilience in students (developing positive coping mechanisms)
2. Student of concern meetings
3. Challenge Kids

September 2013-June 2017
Auburn School District Strategic Plan

Aspiration:

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

Auburn School District Vision:

The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

Auburn School District Mission:

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Goal 1: Student Achievement

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

District Goal 2: Community Engagements

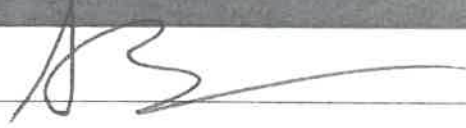
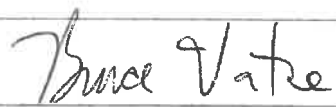
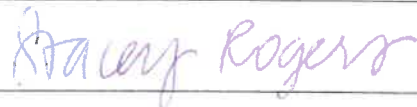
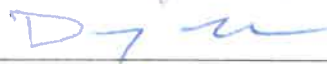
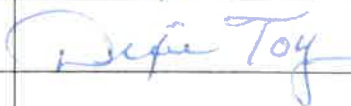
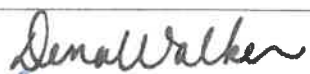
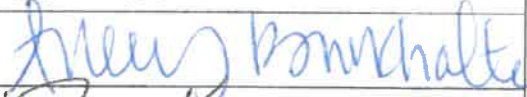

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

District Goal 3: Policies and Resource Management

Auburn School District policies and resources are aligned to the strategic plan.







Mt. Baker Middle School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Greg Brown	Stacey Rogers	Dixie Toy	Dennis Lubash
Erin Carnahan	Dena Walker	Arleen Burkhalter	Bruce Vatne
Tina McGowan	Jay Kemp		

11/7/2016


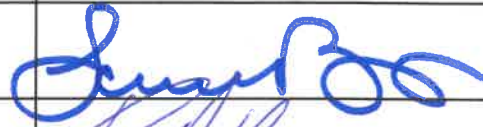
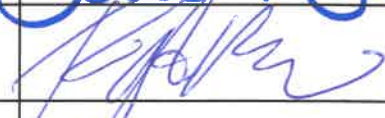

School Improvement Team Signatures 2014-2015			
Date Submitted:	10-1-2014	Date of School Board Approval:	
Name	Title/Position	Signature	
Greg Brown	Principal		
Michelle Baker	Parent		
	Student		
Bruce Vatne	Staff		
Stacey Rogers	Staff		
Denny Lubash	Staff		
Dixie Toy	Staff		
Erin Carnahan	Staff		
Dena Walker	Staff		
Arlene Burkhalter	Staff		
Jay Kemp	Staff		
Each team must include staff, students, families, parents, and community members.			

Tina McGowan staff Lin McGowan

Signatures for Approval

Superintendent		
Alan Spicciati	Superintendent	
District Departments		
Vicki Bates	Assistant Superintendent Technology	
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	

11/7/2016

School Board		
Laura Theimer	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

School Vision

Mt. Baker Middle School is committed to meeting the needs of early adolescents. We believe the well-being of our students depends upon the creation and maintenance of balance in academic, physical, emotional and social areas.

Our school must be aware and address the developmental needs of early adolescents to enable students to fully attain their highest potential. Learning experiences will be provided to help all students develop skills and attitudes fundamental to achieving personal satisfaction as responsible, contributing citizens.

We have created a school identity based upon appreciation of cultural diversity, success for each student, respect for everyone, pride, dedication and collegiality.

School Mission

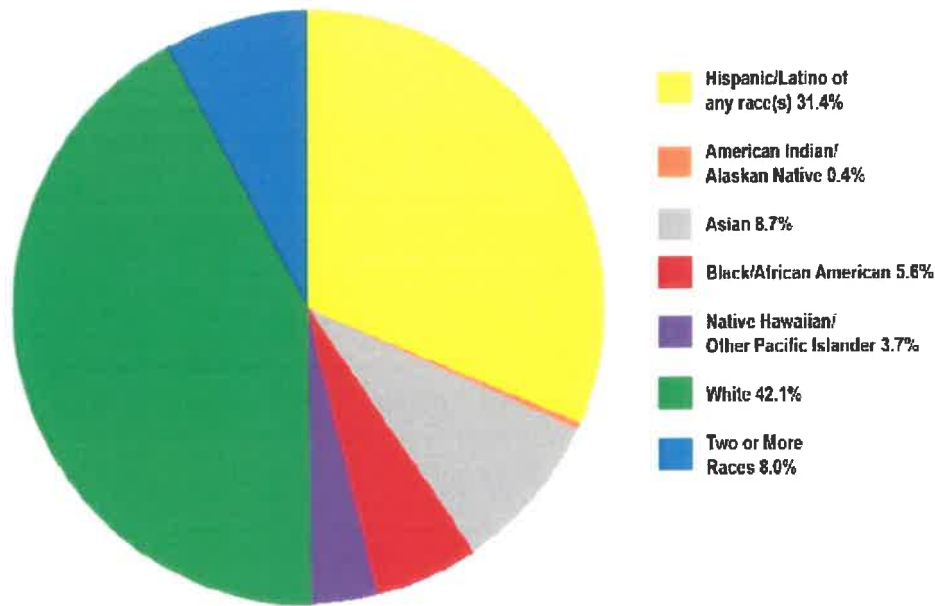
We are a safe, global family of responsible, everyday learners.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

11/7/2016

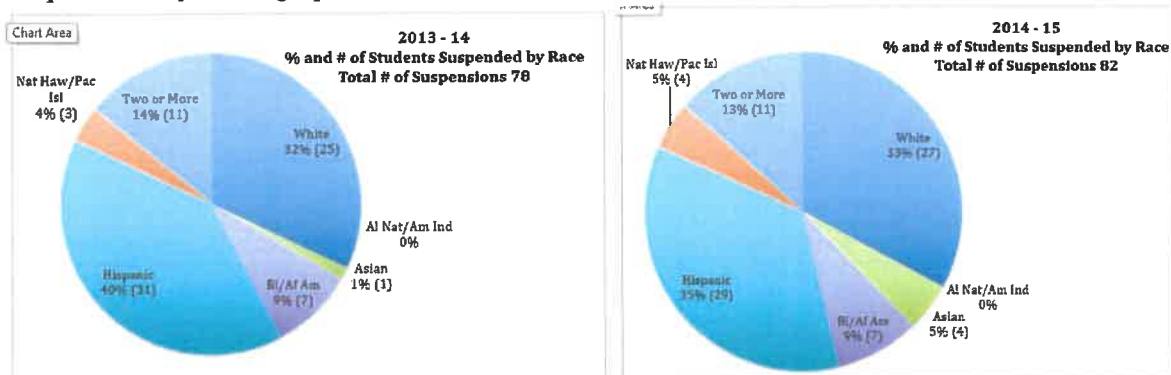


Discipline

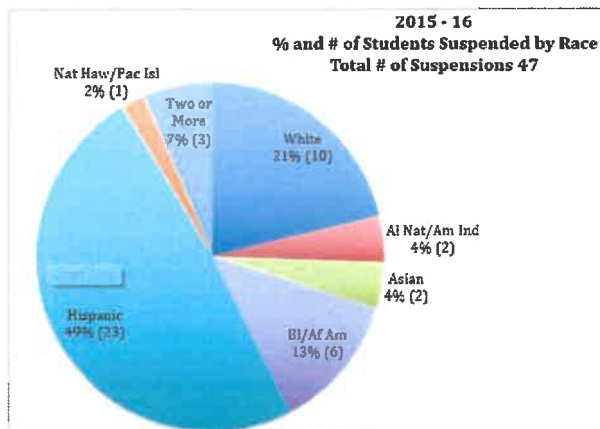
We continue to work hard to be pro-active, rather than re-active when it comes to discipline. With a focus on building relationships and working closely with students and their families, we continue to significantly decrease the number of out of school suspensions at Mt. Baker. We have created focused attendance groups based off 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 by Demographics:



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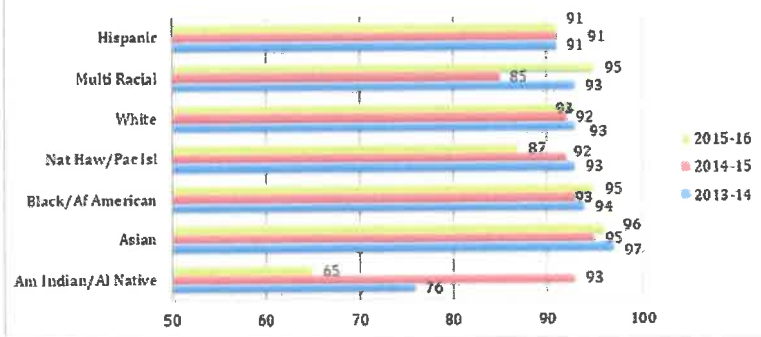
Attendance

The staff reviewed attendance data by race for the last three school years. While there were some minor fluctuations in percentages across years, grades, and races...there was no significant challenge noted. Overall, school attendance for all students continues to be a priority of our school and we focus extra energy on students who show high truancy rates during the year.

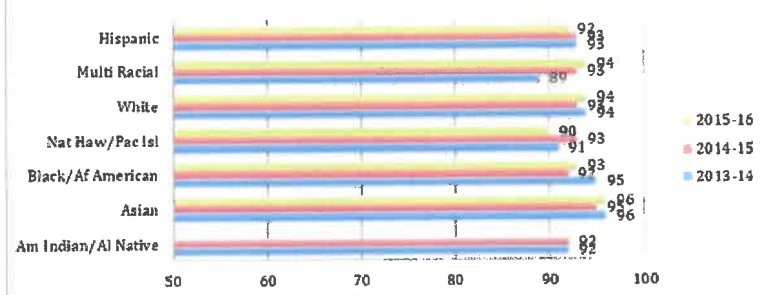
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Mt Baker Grade Level % Attendance by Race

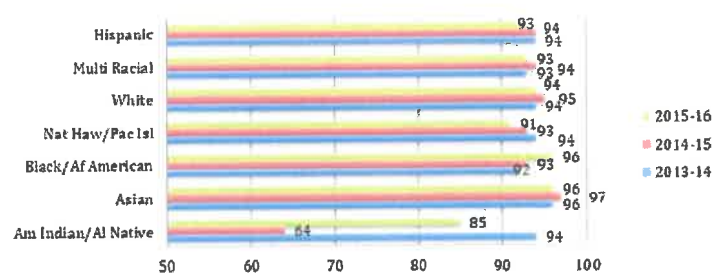
Grade 8 % Attendance by Race



Grade 7 % Attendance by Race



Grade 6 % Attendance by Race



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Data Analysis- MAP (Reading)

In 2017, Mt. Baker Middle School staff reviewed data from the MAPs assessments in reading from academic years 2014-2015 to 2016-2017. Staff noticed a positive trend with maps data from the years 2014-2015 to 2016-2017. Looking at Winter scores, 41% of 6th graders scored in the 61-100 percentile range in 2014-2015. As 7th graders, 51% of these students scored in the 61-100 percentile range in 2015-2016. As 8th graders, 54% of these students scored in the 61-100 percentile in 2016-2017. Staff also noted a positive trend in fall scores in the 0-20 percentile range, declining from 17% as 6th graders, to 12 % as 7th graders, and down to 11% as 8th graders.

Mt. Baker MAP Trend Data - Reading

Year	6 th	6 th	6 th	7 th	7 th	7 th	8 th	8 th	8 th
2014-15	F	W	S	F	W	S	F	W	S
80-100%	17%	17%	16%	21%	24%	25%	22%	21%	24%
61-80%	29%	24%	30%	30%	24%	33%	26%	22%	26%
41-60%	22%	28%	22%	20%	22%	20%	25%	25%	23%
21-40%	15%	11%	14%	16%	15%	16%	16%	15%	14%
0-20%	17%	20%	18%	13%	13%	8%	10%	10%	14%
Mean RIT	211	214.2	215.8	214.4	216.9	218.2	217.2	219.1	220.1
Baker RIT	211.4	214.3	216.6	217.4	219.2	223.2	220.5	220.9	223.6
2015-16									
80-100%	23%	23%	21%	31%	27%	27%	28%	34%	31%
61-80%	23%	20%	25%	27%	24%	30%	31%	26%	26%
41-60%	19%	18%	21%	16%	23%	21%	23%	19%	18%
21-40%	20%	20%	17%	14%	16%	14%	11%	12%	16%
0-20%	15%	19%	16%	12%	10%	9%	8%	8%	9%
Mean RIT	210.5	213.5	215.3	214.1	216.4	217.8	217	218.7	219.8
Baker RIT	212.3	214.6	216.7	218.6	220.7	222.8	223.3	224.8	225.7
2016-17									
80-100%	17%	19%		25%	31%		26%	27%	
61-80%	26%	26%		25%	23%		27%	27%	
41-60%	17%	21%		20%	15%		23%	18%	
21-40%	20%	17%		15%	18%		13%	11%	
0-20%	19%	17%		14%	13%		11%	17%	
Mean RIT	211	214.2		214.4	216.9		217.2	219.1	
Baker RIT	209.9	214.4		217.6	220.7		221.4	222.2	

Data Analysis- ELPA21 (ELL Data)

All Grades

Year	AMAO 1 - Making Language Progress	AMAO 2 - Students transitioning out of program	

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2012-2013	64.6 (State goal, 67.5 %)	15.1 (State goal 7.4%)	
2013-2014	62.5 (State goal, 67.6 %)	12.3 (State goal 7.7%)	
2014-2015	79.7% (State goal, 68.1 %)	30.2% (State goal 8%)	
2015-2016	AMAO data is not reported for 2015-16 as it was a benchmark year; the first year of the new English Language Proficiency Assessment (ELPA 21). See note below.		
2015-2016	No info on this.	13.9 % of ELLs transitioned out of program (State rate 12.9%)	

In 3 of 4 years, Mt. Baker transitioned a significantly higher percentage of students out of ELL than was expected by the state. However, for the 2 out of 3 years that we have data on, Baker ELL students have not met AMAO goal 1 for making language progress.

SBA ELA (MSP/HSPE)

In 2017, Mt. Baker Middle School staff reviewed data from the state assessments in ELA from academic years 2013-2014 (MSP), 2014-2015 (Paper SBA), and 2015 -2016 (Computer SBA). The state assessment data was disaggregated by ethnicity. The staff identified several challenges in the data they reviewed. One highlighted challenge, when tracking Hispanic students over the 3 year period, the students not meeting

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standard was consistently high for this large subpopulation in all grade levels (for example 63.3% of Hispanic 6th graders did not meet standard in the 2014-2015 school year. 58% of Hispanic 7th graders did not meet standard in the 2015-16 school year. 54% of Hispanic 8th graders did not meet standard in the 2014-2015 school year). It was also noted that most Hispanic students who failed 2 or more classes, did not meet standard on the MSP/SBA. Currently, one third of the overall population at Mt. Baker is Latino. Over a four year period there has been an >11% increase in the Latino population. 2012 - 21%; 2016 - 31%.ELL population is growing and is underserved as far as staff. 102 students to 1 staff. On a positive note, staff noticed the school consistently outperformed the state when comparing the passing rate on the state assessment.

SBA MATH (MSP/HSPE)

In 2017, Mt. Baker Middle School staff reviewed data from the state assessments in Math from academic years 2013-2014 (MSP), 2014-2015 (Paper SBA), and 2015 -2016 (Computer SBA). The state assessment data was disaggregated by gender and ethnicity. The staff identified several challenges in the data they reviewed. One highlighted challenge, when tracking students over the 3 year period, the students meeting standard showed a significant decline from 7th to 8th grade (from 69.6% passing as 7th graders in 2014-2015 school year to 46.3% passing as 8th graders in the 2015-2016 school year). In addition, the percent meeting standard for both the Hispanic and White ethnic groups declined from 7th grade to 8th grade (7th grade Hispanic Ethnic Group went from 59.9% to 25.5% as 8th graders; 7th grade White Ethnic Group went from 78.4% to 55.3% as 8th graders). The staff also noted, that this trend is not gender related. On a positive note, staff noticed the school consistently outperformed the state when comparing the passing rate on the state assessment.

Data Analysis- MAP (Math)

In 2017, Mt. Baker Middle School staff reviewed data from the MAPs assessments in Math from years 2014-2015 to 2016-2017. Staff noticed a positive trend with MAPs data from the years 2014-2015 to 2016-2017. Looking at Winter scores, 39 % of 6th graders scored in the 61-100 percentile range in 2014-2015. As 7th graders, 48% of these students scored in the 61-100 percentile range in 2015-2016. As 8th graders, 49% of these students scored in the 61-100 percentile in 2016-2017. Staff also noted a positive declining trend in the same time frame in the 0-20 percentile range, with scores declining from 16% as 6th graders, to 14 % as 7th graders, and down to 10% as 8th graders.

MSP Science/EOC Biology

In 2017, Mt. Baker Middle School staff reviewed data from the state assessments in science from academic years 2013-2014 (paper MSP), 2014-2015 (Paper MSP), and 2015 -2016 (Computer MSP) as well as biology EOC data from 2014-15 and 2015-16 (Paper EOC). The MSP state assessment data was disaggregated by gender and ethnicity. The staff identified several challenges in the data they reviewed. One highlighted challenge, when tracking performance over the 3 year period, the students tracked change from year to year. Of the 8th graders assessed in 2013-14, 59% met standard, while the next year, 2014-15, the next group of 8th

graders assessed dropped to 40% meeting standard. However, the 8th graders in being assessed in 2015-16 jumped to 67% meeting standard. This up, down, up pattern of students meeting standard is consistent across different ethnic groups. Compared to the state and district, more Mt. Baker students met standard (67%) than the other schools in the district (58%) in 2015-16. However, more students in the state met standard (69%) in the same year.

In the 2 years the biology EOC was administered at Mt. Baker, 100% of the students met standard in 2014-15 and 99% met standard in 2015-16.

F Data, Honors/AP Enrollment, Credit Attainment

With 2015-16 as the baseline year, F data has been reviewed by the entire staff and individually with teachers. This is the first year that data has been available in a form that is reliable and therefore the first year it is being used. The staff noticed inconsistencies between the amount of F's from teacher to teacher within the same grade level classes. This caused great conversations with admin and changes to PLC processes, assessment practices, and grading routines. The data will continue to be analyzed by both staff and individual teachers throughout the year and ongoing years. Data will be compared to previous semesters and years as we move forward.

Our honors enrollment continues to be high. In comparing ethnic/gender data from 10 years ago vs. now, it was noticed that the ethnic breakdown has become more balanced, but still very heavy with white students. The number of females vs. males has increased dramatically over the 10 year period.

Race/Ethnicity 06-07	Percentage
Asian	9.41%
Black or African American	2.35%
Hispanic/Latino	4.71%
Multi-Racial	1.18%
White	82.35%
Grand Total	100.00%

Race/Ethnicity 16-17	Percentage
American Indian or Alaskan Native	0.38%
Asian	14.89%
Black or African American	4.58%
Multi-Racial	8.78%
Native Hawaiian or Other Pacific Islander	1.15%
White	56.87%
Hispanic/Latino	13.36%
Grand Total	100.00%

Gender 06-07	Percentage
F	55.29%
M	44.71%
Grand Total	100.00%

Gender 16-17	Percentage
F	57.63%
M	42.37%

Data Analysis- CEE/EES Perceptual Survey

The staff at Mt Baker reviewed the following pieces of the 2016 CEE Data: Web graphs comparing Mt Baker to High Performing Schools (staff, parent, student surveys). In analyzing both the staff and parent web graphs comparing Mt Baker and High-Performing Schools we noticed a 13% gap in monitoring teaching and learning (staff). There was a 10% gap in monitoring teaching and learning (parents). There were no noticeable gaps between Mt Baker and High-Performing Schools in the student surveys.

Staff Readiness for Change - "I" vs "They" Perspectives was also reviewed. We reduced the gap for "I" vs They - (Willingness to Work at Change) from 23% 2012 to 13% 2016. (Openness to New Ideas) from 51% 2012 to 33% 2016. Twenty-two Mt Baker staff members completed the CEE survey in 2014. Fifty-five Mt Baker staff members completed the survey in 2016, reflecting a sizeable increase in participation.

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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.
- 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.
- 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.

Assessment Decisions – SWT 1/LAP

All available assessment data was reviewed and considered by all staff while creating this plan. Data included academic as well as demographic. Comparisons between the data was made in search of the “root cause” of any identified areas of struggle.

Assessment is consistently presented to staff throughout the year for 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 regards to Title program, ongoing formative and summative assessment in math and reading will be reviewed and used to guide the instruction being provided to specific students. MAPS data will be reviewed each Trimester as an indicator of need and placement in program. Placement decisions based on data will be made with the Title team (Title teacher(s), counselors, admin., selected teachers) on a quarterly basis.

Effective, Timely Assistance – SWT 2 & 3/LAP
See Pyramid next page.

11/7/2016

Prioritized Challenges

Currently, one third of the overall population at Mt. Baker is Latino. Over a four year period there has been an >11% increase in the Latino population. 2012 - 21%; 2016 - 31%.

59% of Latino 6th graders did not meet standard on ELA SBA in 2015-16 compared to 45% of all 6th graders. 56% of Latino 6th graders did not meet standard on Math SBA in 2015-16 compared to 45% of all 6th graders.

58% of Latino 7th graders did not meet standard on ELA SBA in 2015-16 compared to 35% of all 7th grade students. 58% of Latino 7th graders did not meet standard on Math SBA in 2015-16 compared to 49% of all 7th graders.

50% of Latino 8th graders did not meet standard on ELA SBA in 2015-16 compared to 34% of all 8th grade students. 75% of Latino 8th graders did not meet standard on Math SBA in 2015-16 compared to 55% of all 6th graders.

SMART Goal 1:

The percentage of Mt Baker Middle School students achieving at levels three and four will increase by 5% each year from and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the state reading assessment for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4, 6th 55%, 7th 65%, 8th 66% Levels 1 & 2, 6th 45%, 7th 34%, 8th 34%.)

SMART Goal 2:

The percentage of Mt Baker Middle School students achieving at levels three and four will increase by 5% each year and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the math MSP for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4 6th 55%, 7th 51%, 8th 46%. Levels 1 & 2, 6th grade 45%, 7th grade 49%, 8th grade 54%)

SMART Goal 3:

Educational disparities based on race, economics, and other dimensions of differences will be reduced or eliminated. Data used to determine success will be discipline and grades (F data and suspensions...first semester this year as baseline...close disparity gap).

Data Connections

Summarize Student ELA Achievement using multiple data sources

In 2017, Mt. Baker Middle School staff reviewed data from the state assessments in ELA from academic years 2013-2014 (MSP), 2014-2015 (Paper SBA), and 2015 -2016 (Computer SBA). The state assessment data was disaggregated by ethnicity. The staff identified several challenges in the data they reviewed. One highlighted challenge, when tracking Hispanic students over the 3 year period, the students not meeting standard was consistently high for this large subpopulation in all grade levels (for example 63.3% of Hispanic 6th graders did not meet standard in the 2014-2015 school year. 58% of Hispanic 7th graders did not meet standard in the 2015-16 school year. To the contrary, 77% of Hispanic 7th graders were on track to meet standard on SBA based on their spring 2015-16 MAP reading score (65%ile or above). 54% of Hispanic 8th graders did not meet standard in the 2014-2015 school year). It was also noted that most Hispanic students who failed 2 or more classes, did not meet standard on the MSP/SBA. Currently, one third of the overall population at Mt. Baker is Latino. Over a four year period there has been an >11% increase in the Latino population. 2012 - 21%; 2016 - 31%.ELL population is growing and is underserved as far as staff. 102 students to 1 staff. On a positive note, staff noticed the school consistently outperformed the state when comparing the passing rate on the state assessment.

Summarize Student Math Achievement using multiple data sources

In 2017, Mt. Baker Middle School staff reviewed data from the state assessments in Math from academic years 2013-2014 (MSP), 2014-2015 (Paper SBA), and 2015 -2016 (Computer SBA). The state assessment data was disaggregated by gender and ethnicity. The staff identified several challenges in the data they reviewed. One highlighted challenge, when tracking students over the 3 year period, the students meeting standard showed a significant decline from 7th to 8th grade (from 69.6% passing as 7th graders in 2014-2015 school year to 46.3% passing as 8th graders in the 2015-2016 school year). In addition, the percent meeting standard for both the Hispanic and White ethnic groups declined from 7th grade to 8th grade (7th grade Hispanic Ethnic Group went from 59.9% to 25.5% as 8th graders; 7th grade White Ethnic Group went from 78.4% to 55.3% as 8th graders). The staff also noted, that this trend is not gender related. On a positive note, staff noticed the school consistently outperformed the state when comparing the passing rate on the state assessment. Staff noticed a positive trend with MAPs data from the years 2014-2015 to 2016-2017. Looking at Winter scores, 39 % of 6th graders scored in the 61-100 percentile range in 2014-2015. As 7th graders, 48% of these students scored in the 61-100 percentile range in 2015-2016. As 8th graders, 49% of these students scored in the 61-100 percentile in 2016-2017.

SMART Goal 1

Subject Area: Literacy

Our Reality: *(based on assessment data analysis)*

In 2017, Mt. Baker Middle School staff reviewed data from the MAPs assessments in reading from academic years 2014-2015 to 2016-2017. Staff noticed a positive trend with maps data from the years 2014-2015 to 2016-2017. Looking at Winter scores, 41% of 6th graders scored in the 61-100 percentile range in 2014-2015. As 7th graders, 51% of these students scored in the 61-100 percentile range in 2015-2016. As 8th graders, 54% of these students scored in the 61-100 percentile in 2016-2017. Staff also noted a positive trend in fall scores in the 0-20 percentile range, declining from 17% as 6th graders, to 12 % as 7th graders, and down to 11% as 8th graders.

Our SMART Goal: *(based on target population and your reality)*

The percentage of Mt Baker Middle School students achieving at levels three and four in ELA will increase by 5% each year from and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the state reading assessment for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4, 6th 55%, 7th 65%, 8th 66% Levels 1 & 2, 6th 45%, 7th 34%, 8th 34%.)

Action Plan

Action Step **SWT 2,3,4/LAP**

Continue to build collective teacher efficacy

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Define collective teacher efficacy with staff</p> <p>Revisit assessment calendar in content area teams.</p> <p>Align PLC calendar with analysis of common assessments in each content area.</p> <p>1:1 technology rollout process/procedures</p>		<p>Greg Content Leaders IT</p>	<p>1:1 tech process/procedures</p> <p>Hattie's definition of collective teacher efficacy and connections to commons assessments and use of PLC time.</p>

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<p><i>September - Mid November</i></p> <p>Literacy Handbook: schoolwide focus on RACES in formative assessments</p> <p>PLC- revisit PLC format/expectations.</p> <p>Initial grade level student of concern meeting with follow up action plans</p> <p>Implement common assessment calendar in the classroom</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p>	<p>Analysis of Fall MAPS/IAB data</p> <p>Content team leads to facilitate analysis and report data in early Nov. leadership team meeting</p> <p>Data from student of concern meetings. Discipline data. Assessment data</p> <p>Sept. and Oct. formative assessment using RACES in each content area.</p> <p>Analysis of common assessments in PLC's to inform instruction</p>	<p>IS support and Greg</p> <p>Content Leaders Building Leadership Team</p>	
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	Classroom observations of the use of 1:1 technology, including levels of engagement		
<p><i>Mid-November- January</i></p> <p>Second student of concern meeting, review and revise action plans.</p> <p>Literacy Handbook: Schoolwide focus on two Column Notes, Summarization within content area instruction</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p> <p>Check in/alignment with assessment calendar at every PLC</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Mid- Year check in: -what's working and what student data shows improved student learning (1:1 technology, Literacy Handbook, PLC Assessment calendar)</p> <p>Admin observations of PLC's. Improved student learning evidence in common assessment data.</p>	<p>Dena, Corrie, and Greg</p> <p>Selected Staff</p> <p>Greg, all staff</p> <p>Content leaders and content teams</p> <p>Data presented at leadership team meetings</p> <p>Content leaders</p>	<p>Staff Meeting</p> <p>Focused PLCs by content</p>

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	Analysis of Winter MAP/IAB data		
<p><i>February-April</i></p> <p>Third student of concern meeting, review and revise action plans</p> <p>Literacy Handbook: Schoolwide focus on Questioning within content area instruction.</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Admin classroom observations looking for the use of questioning and higher levels of student engagement.</p>	Instructional Specialists, Greg	
<p><i>April-June</i></p> <p>Final student of concern meeting, review and revise action plans. Discuss student placement for next year, determine students of concern for focus in the Fall.</p> <p>Literacy Handbook: Continued schoolwide focus on Questioning within content area instruction. Review and reflect on RACES, two-column notes, and questioning to determine year two work/plan.</p> <p>Check in/alignment with assessment calendar at every PLC</p> <p>Effective implementation of the 1:1 student technology in the classroom. Review/reflect on use</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Analysis of Fall-Spring MAPS/IAB, content area common assessments.</p>	Dena, Corrie, and Greg	

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<p>of technology and determine focus/needs for year two.</p> <p>Coordinated assessment calendar completed in June and provided to principal by last day of school.</p>				
Action Step SWT 2,3,4/LAP	Consistently and intentionally engage students in goal setting and self-reporting grades			
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD	Evidence of Implementation
<p><i>August</i></p> <p>Sharing of various resources/tools that staff currently use for student goal setting.</p> <p>Each teacher selects tool to use first semester.</p>		Greg Selected Staff		
<p><i>September-Mid-November</i></p> <p>Teachers engaging kids in monitoring their own assessments and setting goals for future assessments.</p>	<p>Growth in student learning as measured by content assessments.</p> <p>Analysis of first quarter grade data (F data).</p> <p>Students can articulate where they are in the continuum of learning.</p>	Greg, Steve, Content Leads		

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<p><i>Mid-November- January</i></p> <p>Check in on progress, what worked, what didn't work. Plan for second semester.</p>	<p>Analysis of first semester grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they are in the continuum of learning.</p>	<p>Greg</p> <p>Content Leaders</p>		
<p><i>February-April</i></p> <p>Teachers continue to engage kids in monitoring their own assessments and setting goals for future assessments.</p>	<p>Analysis of third quarter grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they are in the continuum of learning.</p>	<p>Staff</p>		
<p><i>April-June</i></p> <p>Review of goal sheet use for the year. Which ones worked best? Can we define a single version for all classes? Work towards consistency with tool. Determine plan for Year 2.</p>	<p>Analysis of second semester grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they</p>	<p>Admin</p> <p>Content leads</p>		

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	are in the continuum of learning.			
Alignment to District Improvement: Principle 4: Ensure the school strengthens the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.				

SMART Goal 2				
Subject Area: Math				
Our Reality: <i>(based on assessment data analysis)</i>		In 2017, Mt. Baker Middle School staff reviewed data from the MAPs assessments in Math from years 2014-2015 to 2016-2017. Staff noticed a positive trend with MAPs data from the years 2014-2015 to 2016-2017. Looking at Winter scores, 39 % of 6th graders scored in the 61-100 percentile range in 2014-2015. As 7th graders, 48% of these students scored in the 61-100 percentile range in 2015-2016. As 8th graders, 49% of these students scored in the 61-100 percentile in 2016-2017. Staff also noted a positive declining trend in the same time frame in the 0-20 percentile range, with scores declining from 16% as 6th graders, to 14 % as 7th graders, and down to 10% as 8th graders.		
Our SMART Goal: <i>(based on target population and your reality)</i>		The percentage of Mt Baker Middle School students achieving at levels three and four will increase by 5% each year and the percentage of students achieving at levels one and two will decrease each year by 5%, as measured by the math MSP for the years 2017-2020. (Baseline data 2015-2016: Levels 3 & 4 6 th 55%, 7 th 51%, 8 th 46%. Levels 1 & 2, 6 th grade 45%, 7 th grade 49%, 8 th grade 54%)		
Action Plan				
Action Step SWT 2,3,4/LAP		Continue to build collective teacher efficacy		
Evidence of Implementation		Evidence of Impact		Leadership Responsibility
				PD

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<ul style="list-style-type: none"> - <i>August</i> - Define collective teacher efficacy with staff - - Revisit assessment calendar in content area teams. - - Align PLC calendar with analysis of common assessments in each content area. - - 1:1 technology rollout process/procedures - 		Greg Content Leaders IT	<p>1:1 tech process/ procedures</p> <p>Hattie's definition of collective teacher efficacy and connections to commons assessments and use of PLC time.</p>
<p><i>September - Mid November</i></p> <p>Literacy Handbook: schoolwide focus on RACES in formative assessments</p> <p>PLC- revisit PLC format/expectations.</p> <p>Initial grade level student of concern meeting with follow up action plans</p> <p>Implement common assessment calendar in the classroom</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p>	<p>Analysis of Fall MAPS/IAB data</p> <p>Content team leads to facilitate analysis and report data in early Nov. leadership team meeting</p> <p>Data from student of concern meetings. Discipline data. Assessment data</p> <p>Sept. and Oct. formative assessment using RACES in each content area.</p> <p>Analysis of common assessments in PLC's to inform instruction</p>	<p>IS support and Greg</p> <p>Content Leaders Building Leadership Team</p>	

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	Classroom observations of the use of 1:1 technology, including levels of engagement		
<p><i>Mid-November- January</i></p> <p>Second student of concern meeting, review and revise action plans.</p> <p>Literacy Handbook: Schoolwide focus on two Column Notes, Summarization within content area instruction</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p> <p>Check in/alignment with assessment calendar at every PLC</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Mid- Year check in: -what's working and what student data shows improved student learning (1:1 technology, Literacy Handbook, PLC Assessment calendar)</p> <p>Admin observations of PLC's. Improved student learning evidence in common assessment data.</p> <p>Analysis of Winter MAP/IAB data</p>	<p>Dena, Corrie, and Greg</p> <p>Selected Staff</p> <p>Greg, all staff</p> <p>Content leaders and content teams</p> <p>Data presented at leadership team meetings</p> <p>Content leaders</p>	<p>Staff Meeting</p> <p>Focused PLCs by content</p>
<p><i>February-April</i></p> <p>Third student of concern meeting, review and revise action plans</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Admin classroom observations looking for the</p>	<p>Instructional Specialists, Greg</p>	

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<p>Literacy Handbook: Schoolwide focus on Questioning within content area instruction.</p> <p>Effective implementation of the 1:1 student technology in the classroom.</p>	<p>use of questioning and higher levels of student engagement.</p>		
<p><i>April-June</i></p> <p>Final student of concern meeting, review and revise action plans. Discuss student placement for next year, determine students of concern for focus in the Fall.</p> <p>Literacy Handbook: Continued schoolwide focus on Questioning within content area instruction. Review and reflect on RACES, two-column notes, and questioning to determine year two work/plan.</p> <p>Check in/alignment with assessment calendar at every PLC</p> <p>Effective implementation of the 1:1 student technology in the classroom. Review/reflect on use of technology and determine focus/needs for year two.</p> <p>Coordinated assessment calendar completed in June and provided to principal by last day of school.</p>	<p>Data from student of concern meetings, discipline, attendance, grades</p> <p>Analysis of Fall-Spring MAPS/IAB, content area common assessments.</p>	<p>Dena, Corrie, and Greg</p>	

Action Step SWT 2,3,4/LAP	Consistently and intentionally engage students in goal setting and self-reporting grades		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Sharing of various resources/tools that staff currently use for student goal setting.</p> <p>Each teacher selects tool to use first semester.</p>		Greg Selected Staff	
<p><i>September-Mid-November</i></p> <p>Teachers engaging kids in monitoring their own assessments and setting goals for future assessments.</p> <p>.</p>	<p>Growth in student learning as measured by content assessments.</p> <p>Analysis of first quarter grade data (F data).</p> <p>Students can articulate where they are in the continuum of learning</p>	Greg, Steve, Content Leads	
<p><i>Mid-November- January</i></p> <p>Check in on progress, what worked, what didn't work. Plan for second semester.</p>	<p>Analysis of first semester grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they are in the continuum of learning.</p>		

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<p><i>February-April</i></p> <p>Teachers continue to engage kids in monitoring their own assessments and setting goals for future assessments.</p>	<p>Analysis of third quarter grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they are in the continuum of learning.</p>		
<p><i>April-June</i></p> <p>Review of goal sheet use for the year. Which ones worked best? Can we define a single version for all classes? Work towards consistency with tool. Determine plan for Year 2.</p>	<p>Analysis of second semester grade data (F data).</p> <p>Growth in student learning as measured by content assessments.</p> <p>Students can articulate where they are in the continuum of learning</p>		
<p>Alignment to District Improvement:</p> <p>Principle 4: Ensure the school strengthens the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>			

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SMART Goal 3

This goal supports the development of a learning environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student, closes gaps, and raises achievement for all students.

Subject Area: Equity

Our Reality: <i>(based on assessment data analysis)</i>	Currently, one third of the overall population at Mt. Baker is Latino. Over a four year period there has been a >11% increase in the Latino population. 2012 - 21%; 2016 - 31%. Attendance, discipline, and grades (F data) show disparities between ethnic groups. Reduce the disparity in our Latino students in the areas of discipline and F data through proactive actions.
Our SMART Goal: <i>(based on target population and your reality)</i>	Educational disparities based on race, economics, and other dimensions of differences will be reduced or eliminated. Data used to determine success will be discipline and grades (F data and suspensions...first semester this year as baseline...close disparity gap).

Action Plan

Action Step SWT 2,3,4/LAP	Focus on principles 4 and 7 of culturally responsive teaching as defined by Gary Howard.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Deep Equity work at Staff Retreat <ul style="list-style-type: none"> - review and build understanding around principle's 4 and 7 with staff. 		Deep Equity Team	
September-Mid-November Teachers are reinforcing student academic development through self-monitoring of assessments and student goal setting.	Analyze first quarter discipline and F data by ethnicity.	Deep Equity Team	Gary Howard Deep Equity Training materials specifically for principle 4.

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			<p>Deep Equity Training/Staff Sharing (Cohort 2 - Year 1)</p> <p>Deep Equity Training/Staff Sharing (Cohort 1 - Year 2)</p>
<p><i>Mid-November- January</i></p> <p>Teachers intentionally incorporating collaborative strategies that reinforce the sense of community amongst learners.</p>	<p>Analyze first semester discipline and F data by ethnicity</p> <p>Review of implementation of self monitoring and student goal setting. What's working, what's not..</p>		<p>Gary Howard Deep Equity Training materials specifically for principle 4.</p> <p>Deep Equity Training/Staff Sharing (Cohort 2 - Year 1)</p> <p>Deep Equity Training/Staff Sharing (Cohort 1 - Year 2)</p>
<p><i>February-April</i></p> <p>Teachers intentionally incorporating collaborative strategies that reinforce the sense of community amongst learners as well as the importance of individual effort and achievement through the use of self-monitoring and student goal setting.</p>	<p>Analyze third quarter discipline and F data by ethnicity</p>		<p>Deep Equity Training/Staff Sharing (Cohort 2 - Year 1)</p> <p>Deep Equity Training/Staff Sharing (Cohort 1 - Year 2)</p>

<p><i>April-June</i></p> <p>Reflection on the implementation of principle's 4 and 7 and planning for next steps.</p>	<p>Analyze second semester discipline and F data by ethnicity</p> <p>Determine plan to continue Deep Equity work into the next school year.</p>		
<p>Action Step SWT 2,3,4/LAP</p>	<p>Continue ACES work with a focus on building student resilience.</p>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Building student resilience and connecting that work to the Deep Equity principles and strategies.</p>			<ul style="list-style-type: none"> - <i>ACES follow up (email tips/tools, articles, data regarding use in building)</i> - Resilience Screening/d iscussion
<p><i>September-Mid-November</i></p> <p>Continue student of concern meetings with a focus on building student resiliency as the outcome.</p>	<p>Students "exiting" the student of concern list as resiliency is self efficacy is achieved by students.</p>	<p>admin facilitate</p> <p>teachers</p> <p>counselors follow up/track</p> <p>leadership team</p>	<p>YESS!</p> <p>Training/School Follow up (Cohort 2 - Year 1)</p> <p>YESS!</p> <p>Training/School Follow up (Cohort 1 - Year 2)</p>

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<p><i>Mid-November- January</i></p> <p>Individual staff members to be focused on supporting their Challenge Kids to develop their own resiliency (developing positive coping mechanisms)</p>			<p>YESS! Training/School Follow up (Cohort 2 - Year 1) YESS! Training/School Follow up (Cohort 1 - Year 2)</p>
<p><i>February-April</i></p> <p>Continue student of concern meetings with a focus on building student resiliency as the outcome.</p>	<p>Students “exiting” the student of concern list as resiliency is self efficacy is achieved by students.</p> <p>Review of attendance, discipline, F data for our “challenge” kids.</p>		<p>YESS! Training/School Follow up (Cohort 2 - Year 1) YESS! Training/School Follow up (Cohort 1 - Year 2)</p>
<p><i>April-June</i></p> <p><i>Review/reflection of our ACES work and planning for next steps.</i></p>	<p>Review of attendance, discipline, F data for our “challenge” kids.</p>		<p>YESS! Listen Up Performance (Cohort 2 - Year 1)</p>
<p>Alignment to District Improvement: Principle 6 - Ensure the school establishes a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.</p>			

Planning and Implementation Calendar – SWT 2,3,4/LAP

Planning and Implementation Calendar for 2017 - 18

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Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title I/LAP
June		finalize building hours finalize/approve SIP			
August	Staff Retreat <ul style="list-style-type: none"> - 1:1 implementation - PLC review/expectations - Self Reporting Grades - 		SIP review/expectations	No Excuses U.	
September					
October	Student of Concern Meeting			Waiver Day	
November					
December					
January	Student of Concern Meeting	Mid-Year Check in			
February					
March	Student of Concern Meeting				
April					
May	Student of Concern Meeting			Waiver Day	
June					

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