

Implementation September 2020 - June 2023

Rainier Middle School

School Improvement Plan





School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2019 - June 2022
 Auburn School District Strategic Plan

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

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

In the Auburn School District, it means:

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

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

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

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

School			
Rainier Middle School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Justin Maier	Principal	Dana Lede	Staff
Heidi Morris	Assistant Principal	Denise Maria	Staff
Kathryn Sheer	Staff		
Morio Montgomery	Staff		
Sonya Rempfer	Staff		

SIP Template

Michele Rock	Staff		
Thomas Olson	Staff		

SIP Template

School Improvement Team Signatures 2019-2020			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Justin Maier	Principal		
Heidi Morris	Assistant Principal		
	Parent		
	Student		
	Community Member		
Kathryn Sheer	Staff		
Morio Montgomery	Staff		
Sonya Rempfer	Staff		
Michele Rock	Staff		
Thomas Olson	Staff		
Dana Lede	Staff		
Denise Maria	Staff		
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	
Ryan Van Quill	School Board	

Auburn School District Mission

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

Auburn School District Vision

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

Rainier Middle School Mission

We are committed to a safe, kind, restorative, and learning-focused environment that fosters positive relationships through full-implementation of positive behavior supports, staff collaboration, data-driven programs, and culturally relevant teaching. We are devoted to a respectful, responsible, and equitable community in order to close the opportunity gap for ALL students.

Rainier Middle School Vision

ALL students will be prepared to excel in high school and will be on the path for college and career readiness in a global society.

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

The Rainier Middle School SIP team is made up of individuals representing almost all content areas and grade levels, as well as administration. The team has members who have been involved with four separate SIP processes and members who this is their first time being a part of the revision process. The Building Leadership Team met twice a month with at least one of those meetings tied directly to the SIP process. Our BLT Team met at the district level, beginning in October, 2019, to review and work on the SIP process. District follow up support was provided throughout the Covid 19 school closure period. During the school closure we increased our meetings to twice a week.

Input has been collected from all staff who participated in staff meetings, PLC meetings, informational emails and surveys. They have also had the opportunity to view documents and provide feedback throughout the FRSIP process. Feedback from parent and student stakeholders have been incorporated in the form of data collected in the CEE survey and parent email requesting feedback on the school improvement goals and action plan.

Executive Summary

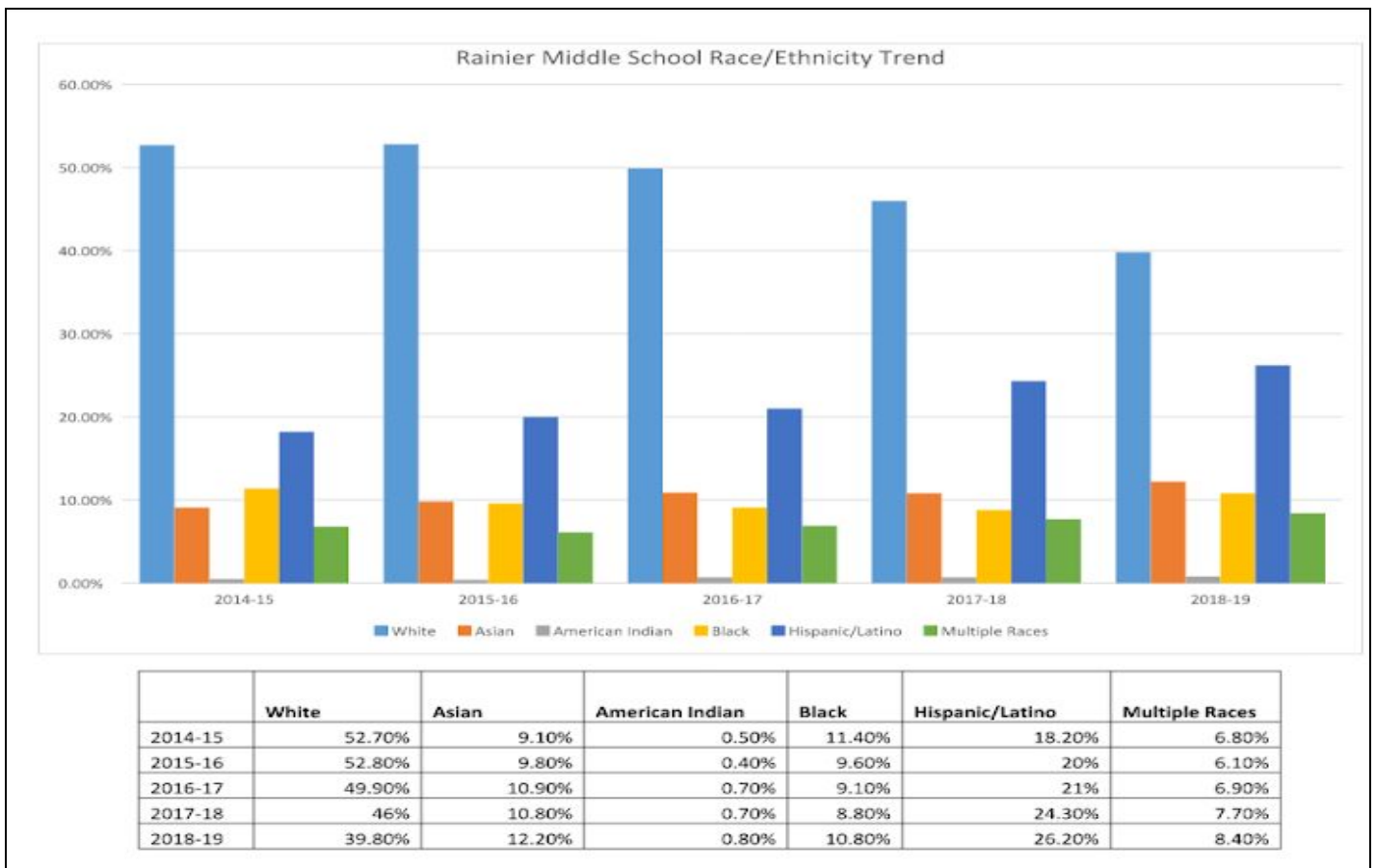
Demographics:

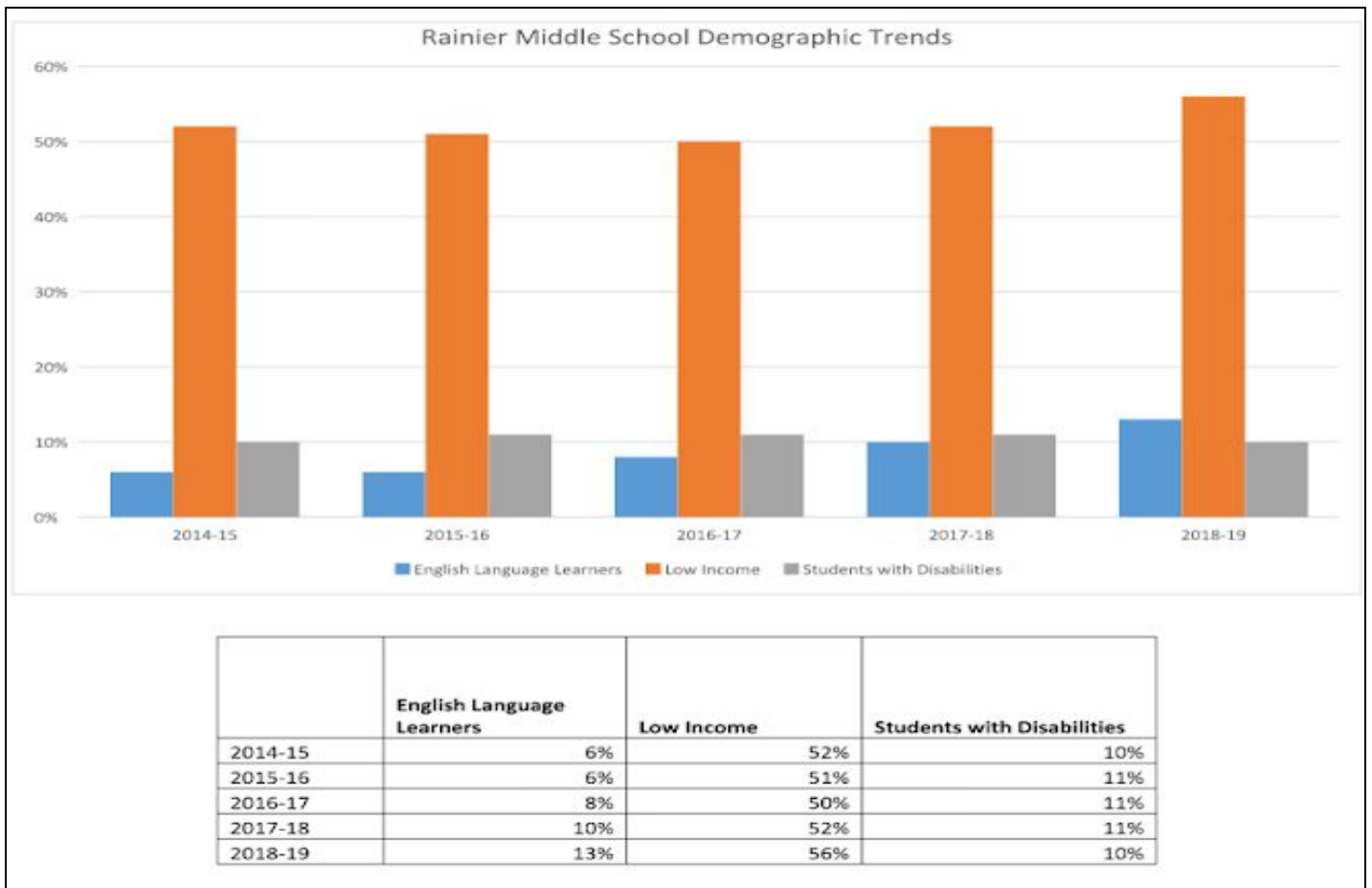
Rainier Middle School Demographic data from 2014 to 2020 disaggregated by ethnicity/race, students with disabilities, students learning english, and low income students was reviewed.

Graph #1 below is Rainier Middle School’s demographic trend data from 2014-15 to 2018-19 school years disaggregated by ethnicity. The white student population fell from 52.7% to 39.8% overall from 2014 to 2018 and decreased every year during this time frame. The student of color population increased from 36.9% to 46.2% during this same time period. This significant shift in demographics warrants attention to ensure instructional relevancy.

Graph #2 below is Rainier Middle School’s demographic trend data from 2014-15 to 2018-19 school years disaggregated by low income, students with disabilities, and students learning English. While the percent of low income (2014-15 52% to 2018-19 56%) and students with disabilities (2014-15 10% to 2018-19 10%) remained approximately the same, the percent of students learning English more than doubled, from 6% in 2014-15 to 13% in 2018-19.

Data:





Discipline:

Rainier Middle School Discipline Rate trend data disaggregated by race/ethnicity, gender, students learning English, low income students and students with disabilities was reviewed. A notable point of focus is the significant increase in the rate of discipline of males as compared to females. In 2014-15 the rate of discipline for males was 12.5% and by 2018-19 that number almost doubled to 22%. For females, the difference in the rate of discipline between 2014-15 and 2018-19 is 0.7%. By comparison, males are disciplined at a significantly increasing rate.

Rainier Middle School discipline rate disaggregated by demographics was reviewed between the 2014-15 and 2018-19 school years for all grades. Between the school years of 2014-15 to 2017-18, there were consistent average rates of discipline for **students with disabilities** between 17.7% (low) to 22.7% (high). Conversely, there was a significant increase of discipline of 10.5% between 2017-18 and 2018-19. Disaggregation of the data by gender, income, EL, and students with disabilities indicate the need to focus on the dramatic increase of 10.5% in discipline between the 2017-18 and 2018-19 school years.

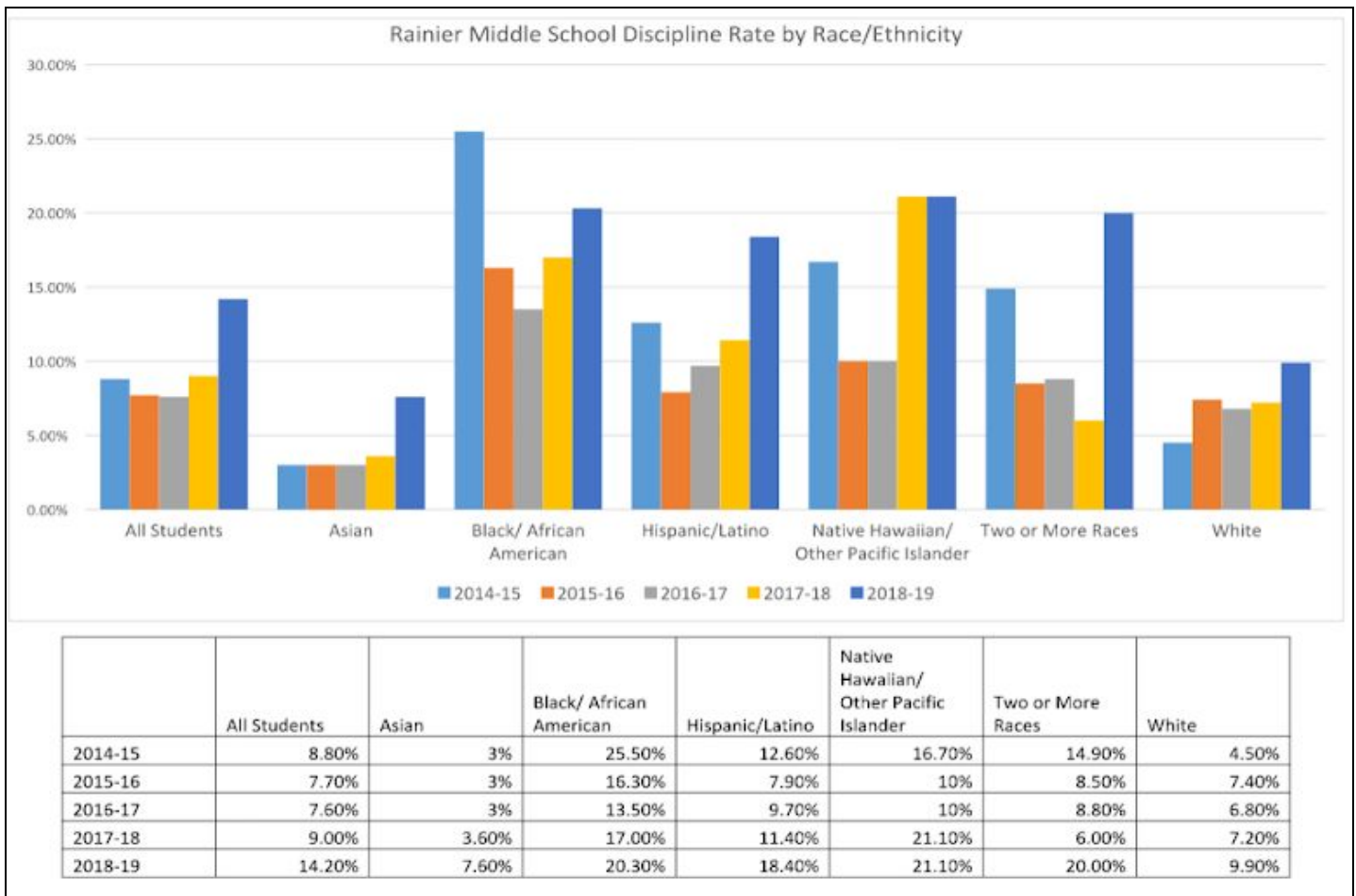
For all students between 2014-15 and 2018-19, the rate of discipline increased from 8.8% to 14.2%.

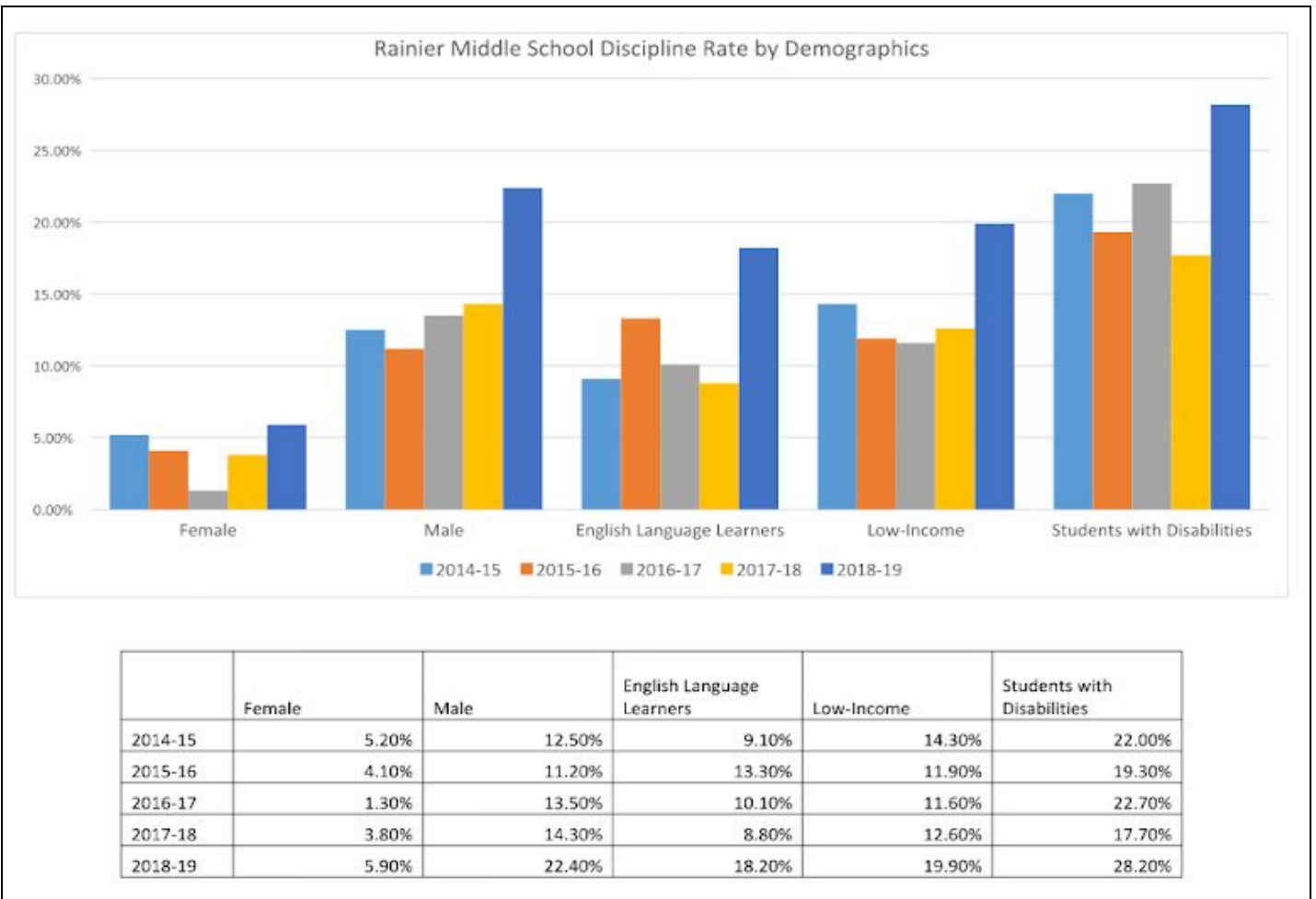
SIP Template

In the 2018-19 school year, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and students with two or more races were disciplined at twice the rate of their White and Asian peers.

Between the 2014-15 and 2018-19 school year, in all but one school year (2017-18), students with disabilities have the highest discipline rate compared to discipline rates disaggregated by race/ethnicity, gender, students learning English, and low-income students.

Data:





Attendance Data

Rainier Middle School Attendance data from 2015 to 2020 disaggregated by ethnicity/race, students with disabilities, students learning english, and low income students was reviewed. The data showed 44% of our low income students are not regularly attending school in the 2019-2020 school year. Additionally the data showed students of color, when compared to White and Asian students, have a much higher absence rate. For example, in 2019 36.2% of Black students were not regularly attending school as compared to 27.4% of White students.

According to trend attendance data, the percent of Selected Ethnicities (non-White and non-Asian students) who are “at-risk” (missing 20% or more of school) has remained virtually the same from 2015 (32%) to 2020 (32.1%).

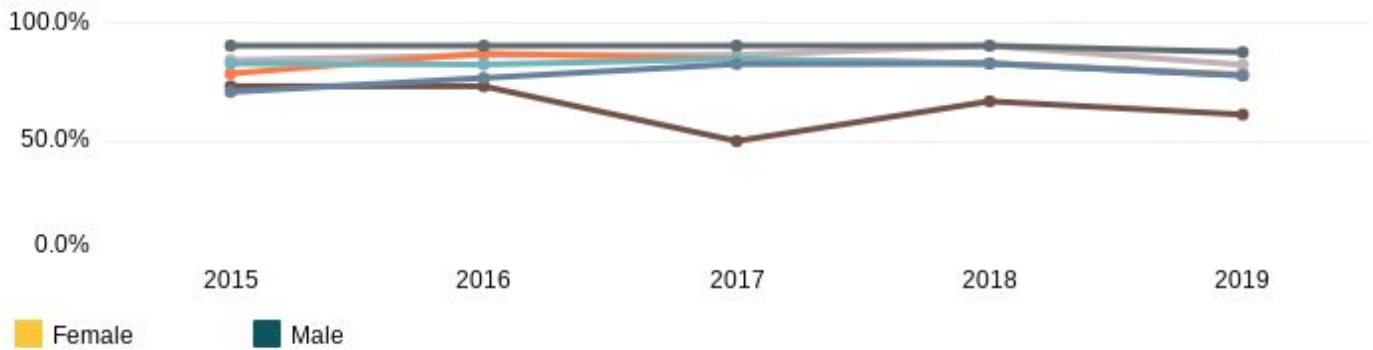
According to trend attendance data, the percent gap of “at-risk” (missing 20% or more of school) between Selected Ethnicities (non-White and non-Asian students) as compared to White and Asian students has increased from 2015 (-10.9%) to 2020 (-13.2%)

Data:

Rainier Middle School 2019



Federal Race/Ethnicity



Gender

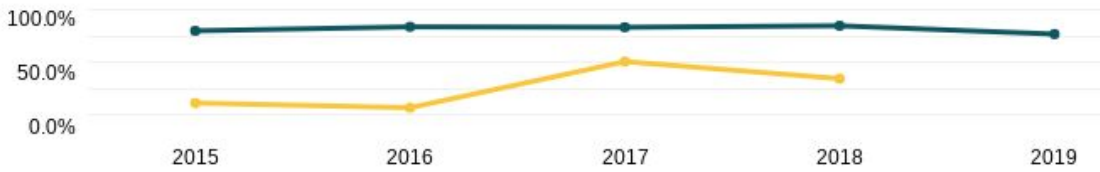


Rainier Middle School 2019

English Learners and Non English Learners



Homeless and Non Homeless



Low Income and Non Low Income



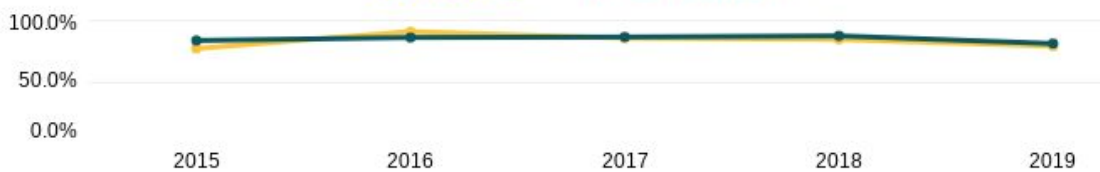
Migrant and Non Migrant



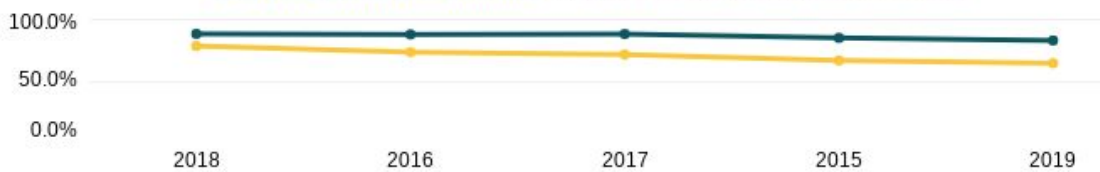
Military Parent and Non Military Parent



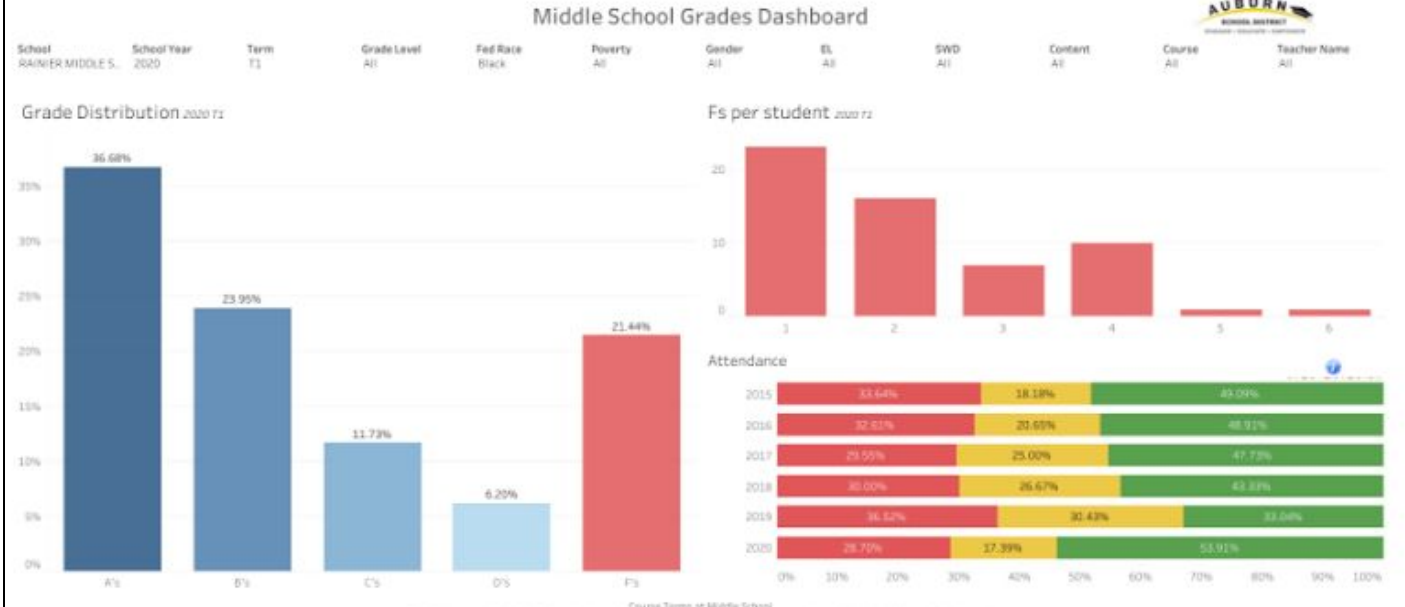
Section 504 and Non Section 504



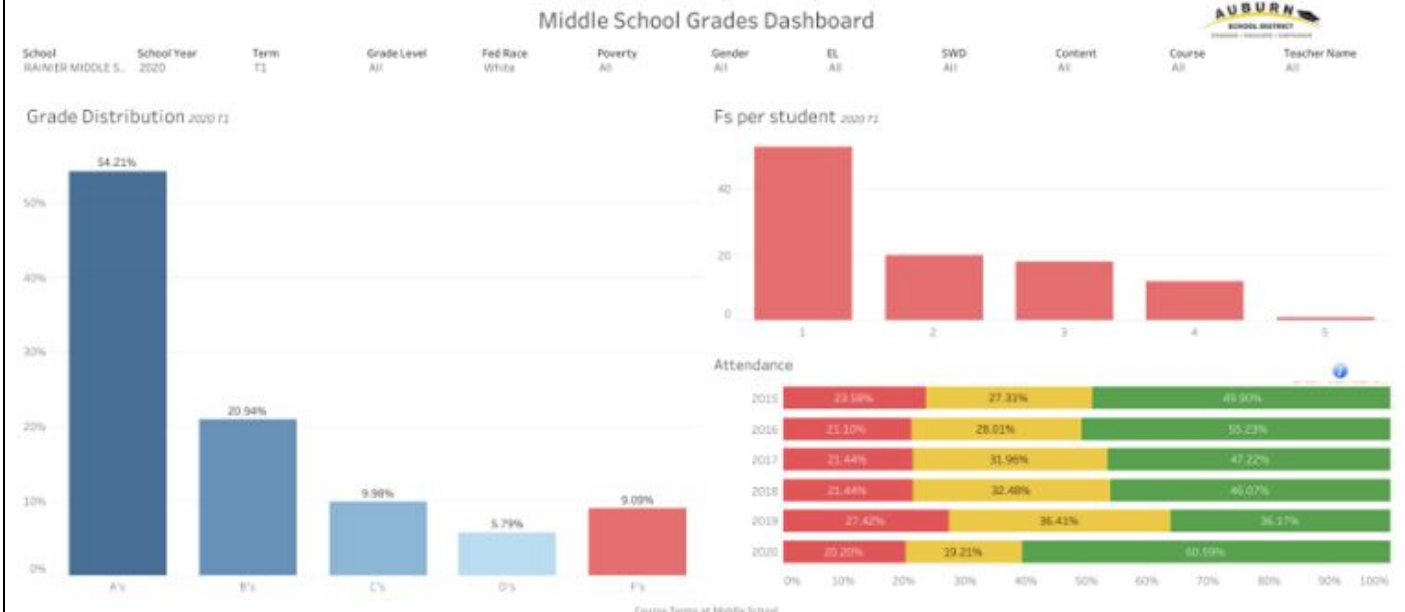
Students with Disabilities and Students without Disabilities



2019-20 Black Students Grades (T1) and Attendance Trend



2019-20 White Students Grades (T1) and Attendance Trend



iReady (Reading* and Math**)

Rainier Middle School Math iReady Diagnostic trend data for the 2017-18 to 2019-20 school years disaggregated by grade level and placement by domain were reviewed. According to the data, 6th grade overall-level placement of “Meeting Standard” (green) in the spring, decreased from 67% in 2017-18 to 61% in 2018-19.

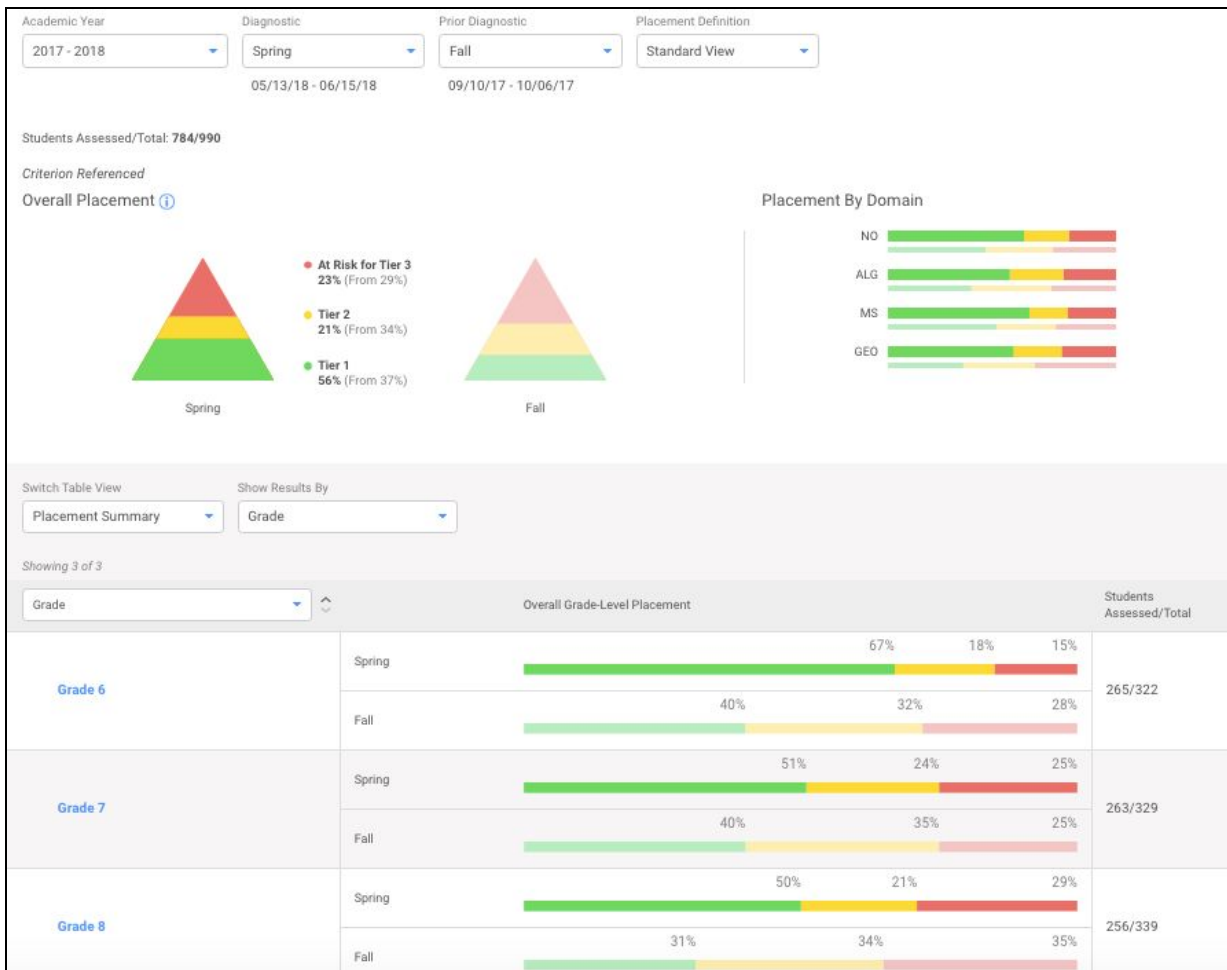
According to the data, the percent of 6th graders with an overall-level placement of “Not Meeting Standards” (red) in the spring increases from 15% in 2017-18 to 17% in 2018-19.

According to the data, the percent of 7th grade and 8th grade students “Meeting Standards” shows little to no change between the spring 2017-18 to 2018-19 diagnostic (7th grade 51% to 54%; 8th grade 50% to 51%).

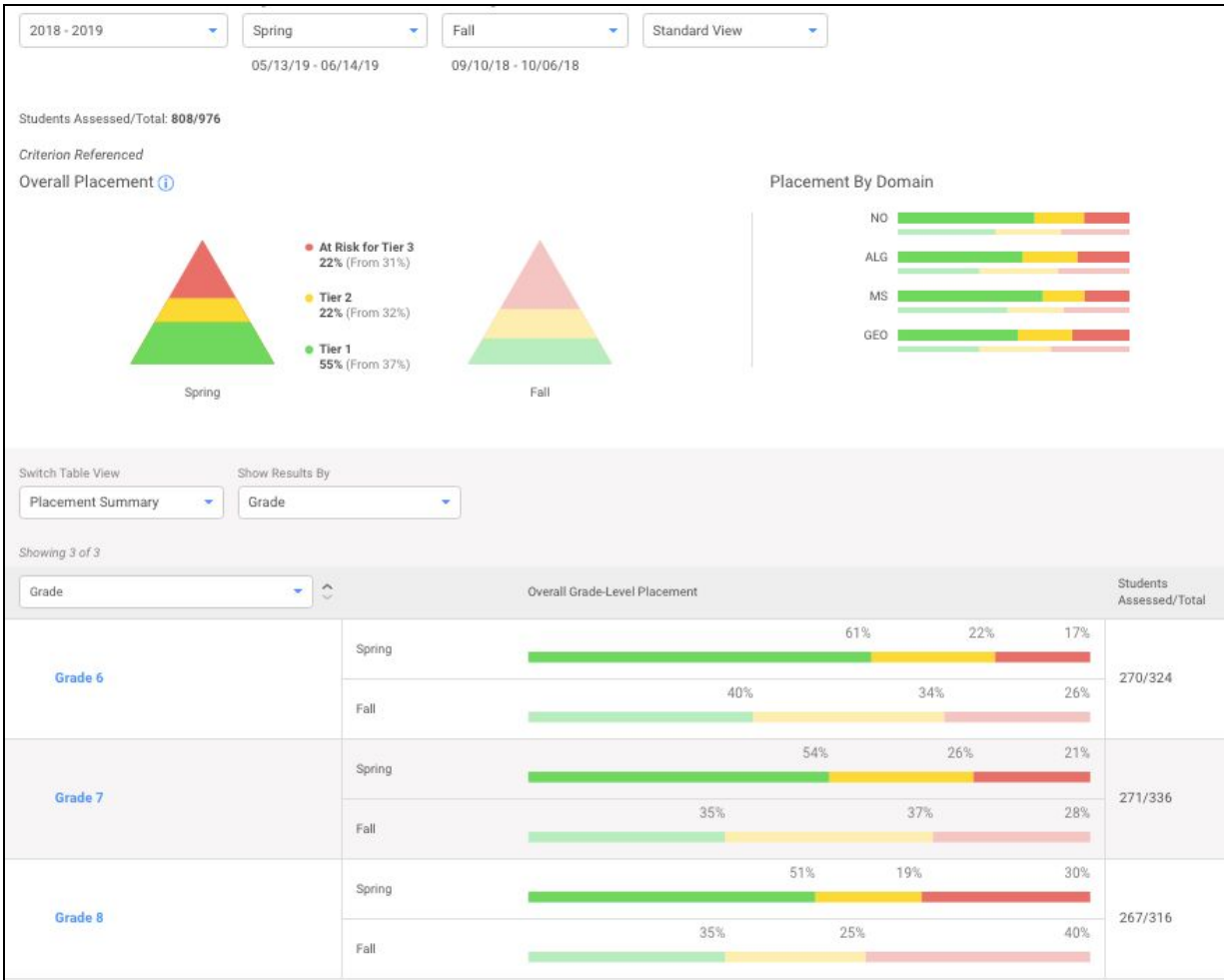
**Rainier Middle School has only one year of achievement data for ELA iReady*

***Due to COVID-19, iReady data is incomplete for 2019-20 for both ELA and Math*

Math Data:



SIP Template

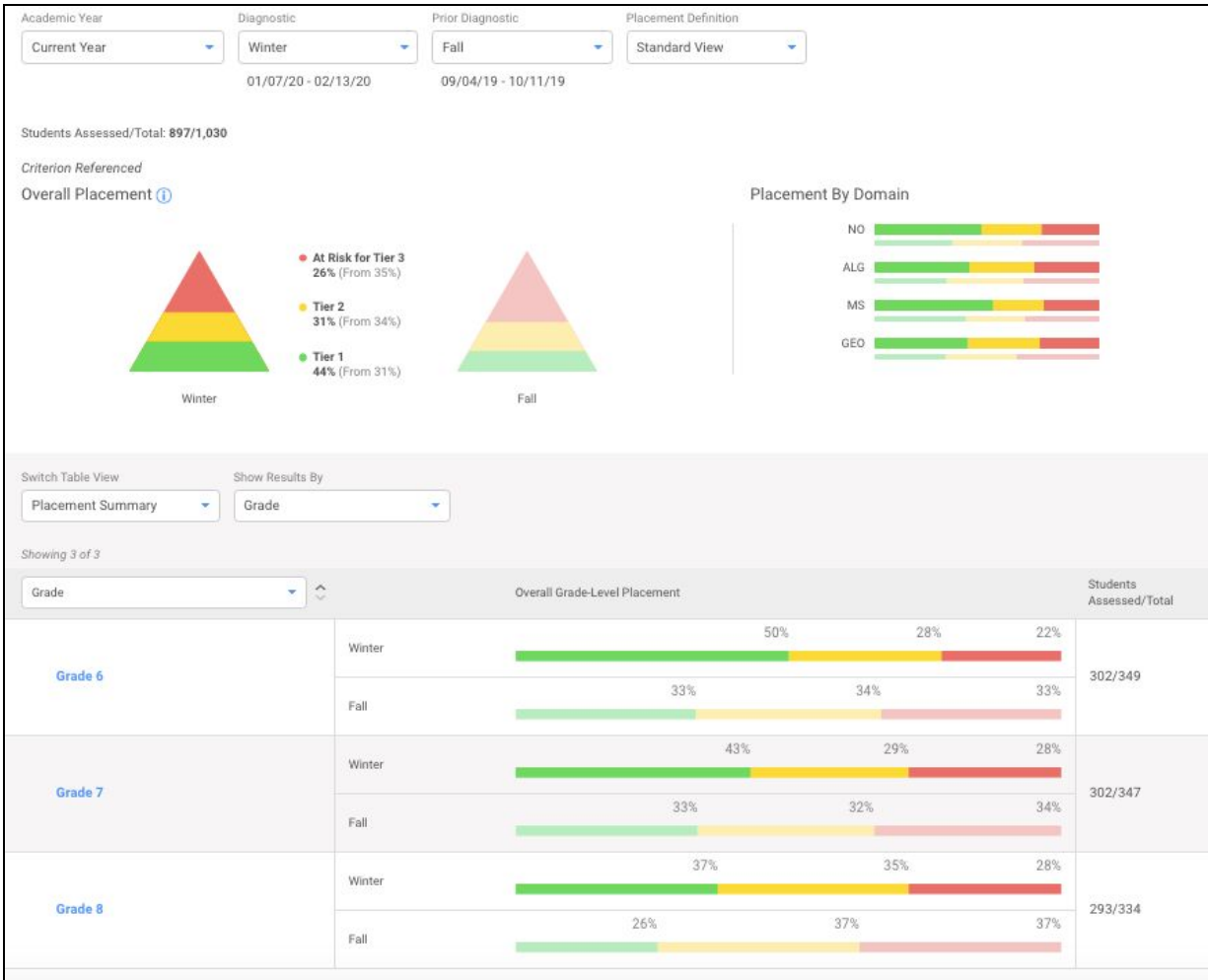


Switch Table View: Placement Summary

Show Results By: Grade

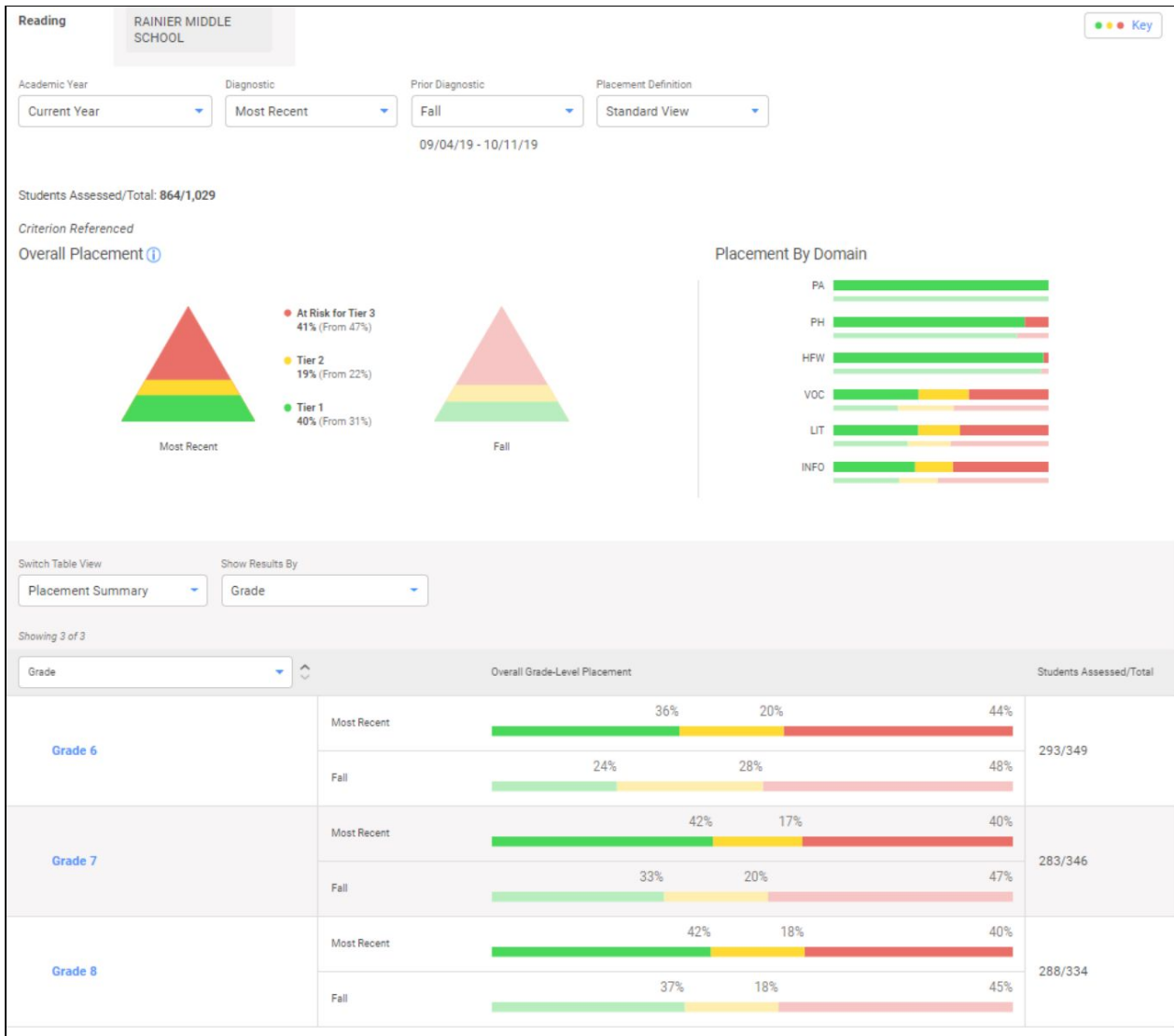
Showing 3 of 3

SIP Template



ELA Data:

SIP Template



SBA ELA

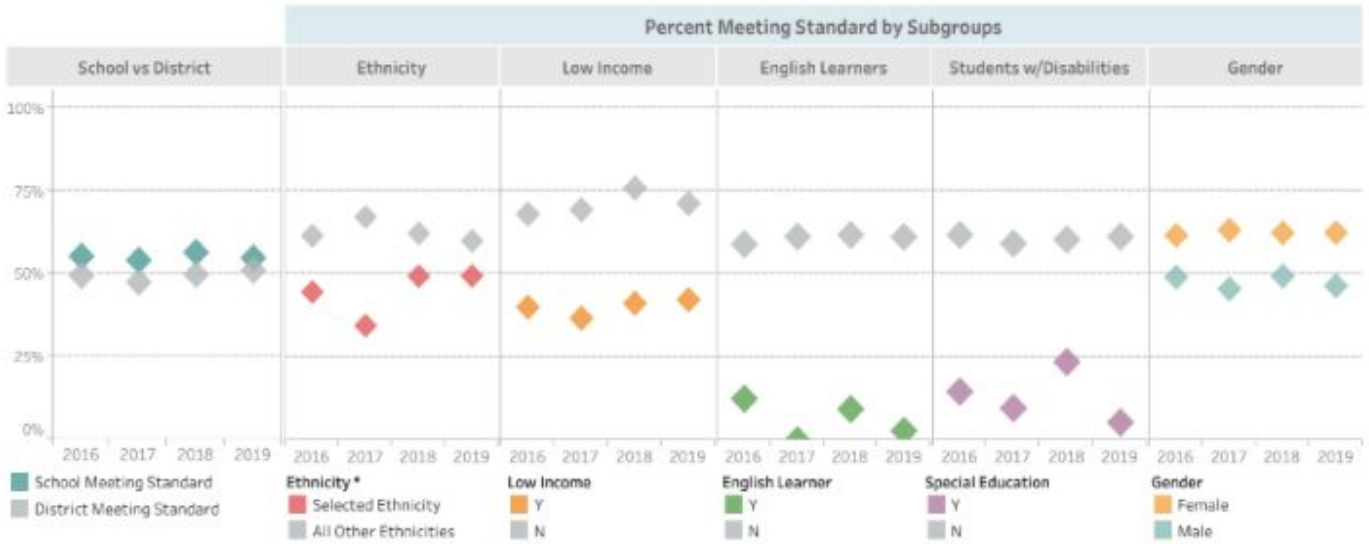
Rainier Middle School English Language Arts Achievement data from 2016 to 2019 was reviewed. This data was disaggregated by ethnicity/race, low income, students learning English, students with disabilities, and gender. The data shows a consistent achievement gap of 37% or more per year for each grade level between SWDs and non-SWDs. Additionally, the data shows a consistent achievement gap of 43% or more per year for each grade level between students learning English, and their English speaking peers. Additionally, the data shows a consistent achievement gap of 21.1% or more per year for each grade level between low income students and non-low income students,

Data:

Rainier Middle School | 6th Grade ELA

Equity View of Performance

All Students



-Select Data to Display-

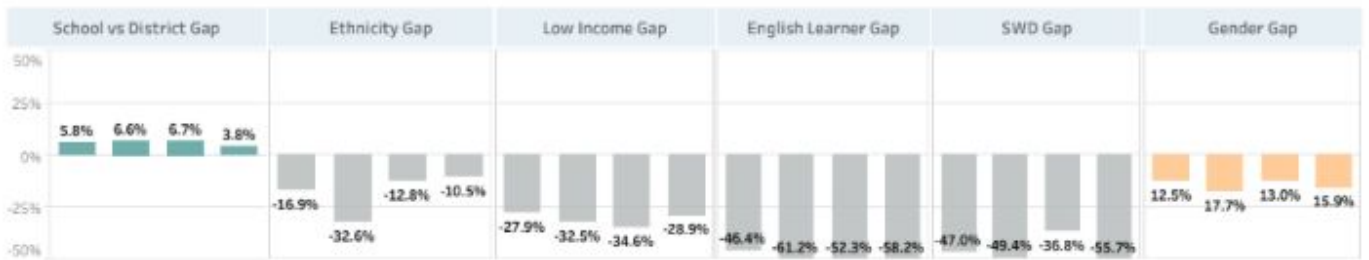
Results reflect the performance of the Student Group, Grade Level and Test selected, broken down by each of the above subgroups.

All Students

* 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.

6th Grade

ELA

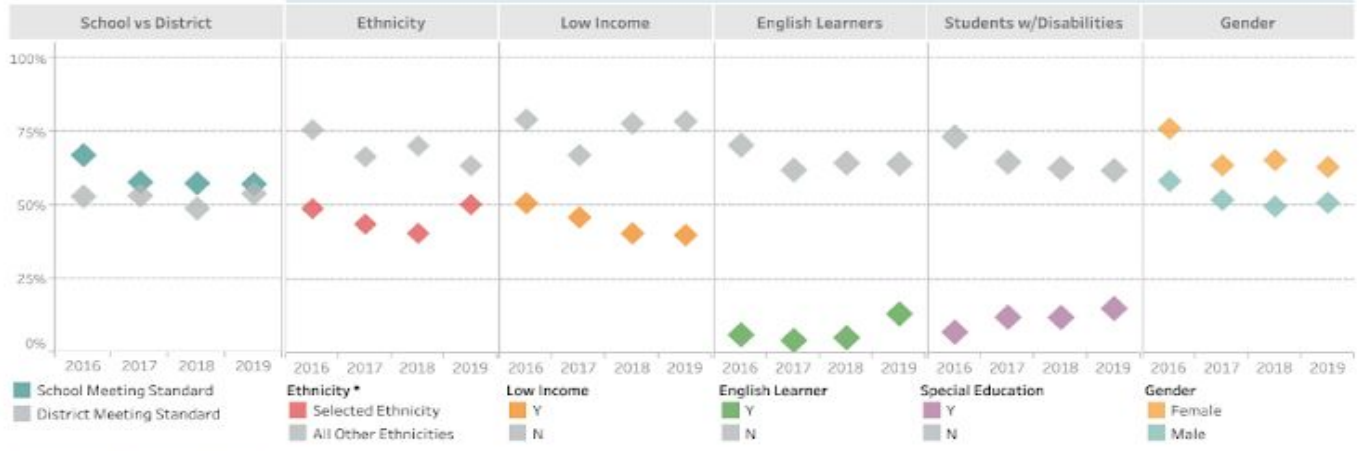


Rainier Middle School | 7th Grade ELA

Equity View of Performance

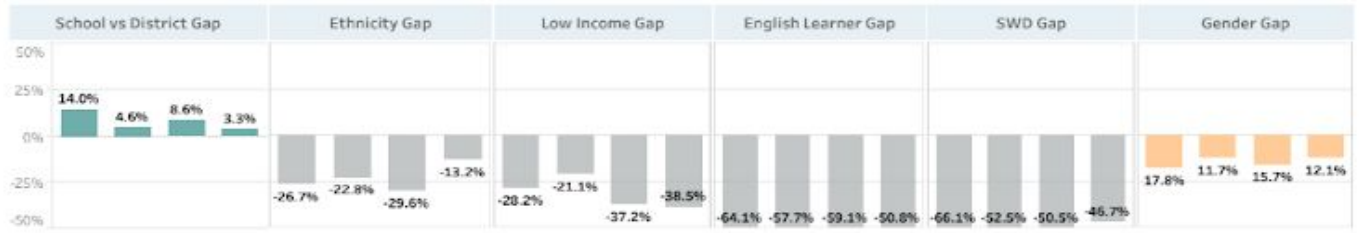
All Students

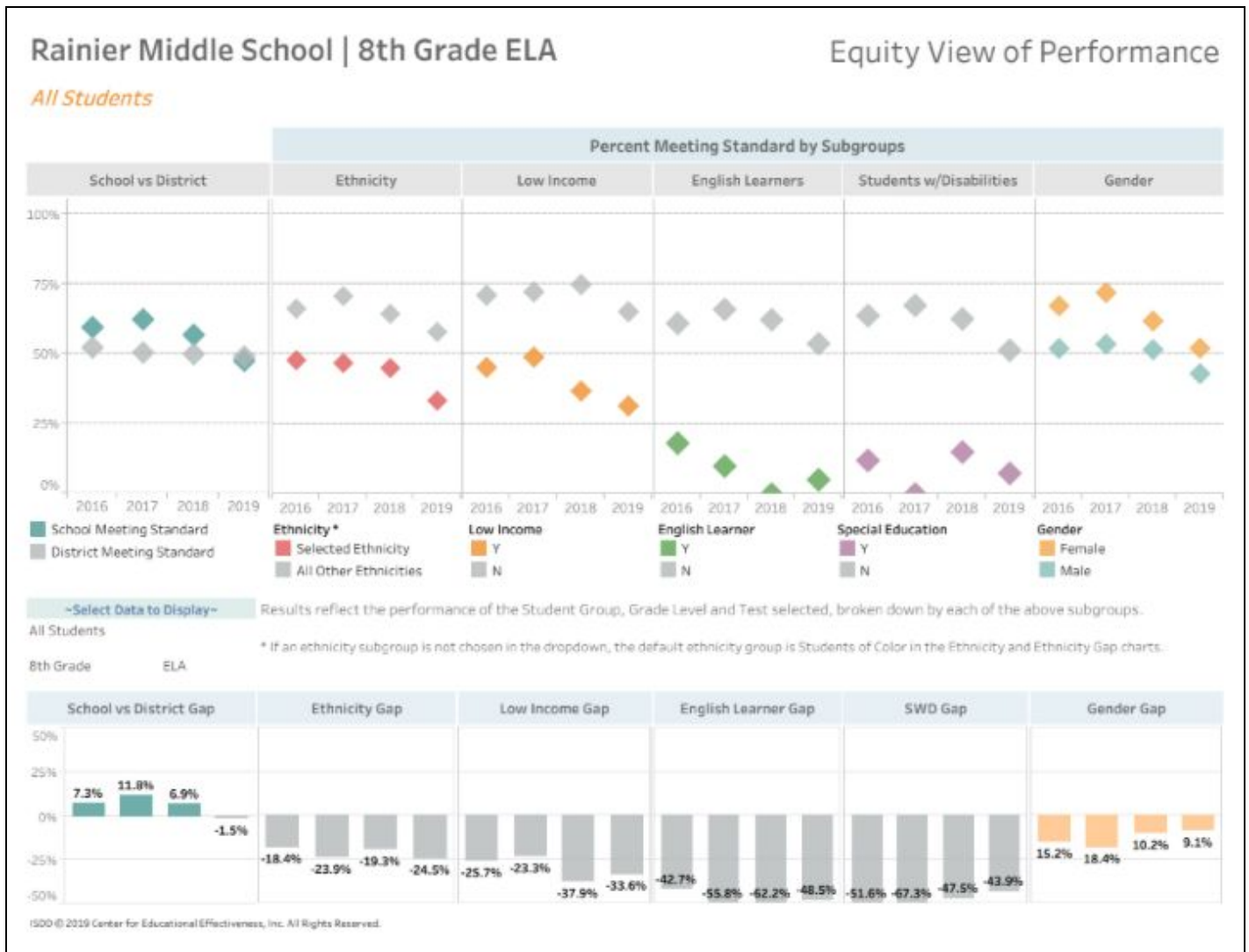
Percent Meeting Standard by Subgroups



-Select Data to Display-
 All Students
 7th Grade
 ELA

Results reflect the performance of the Student Group, Grade Level and Test selected, broken down by each of the above subgroups.
 * 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.





SBA Math

Rainier Middle School Math Achievement data from 2016 to 2019 was reviewed. This data was disaggregated by ethnicity/race, low income, students learning English, students with disabilities, and gender. The data shows a consistent achievement gap of 34% or more per year for each grade level between SWDs and non-SWDs. Additionally, the data shows a consistent achievement gap of 24% or more per year for each grade level between students learning English and their English speaking peers. Additionally, the data shows a consistent achievement gap of 11.7% or more per year for each grade level between low income students and non-low income students.

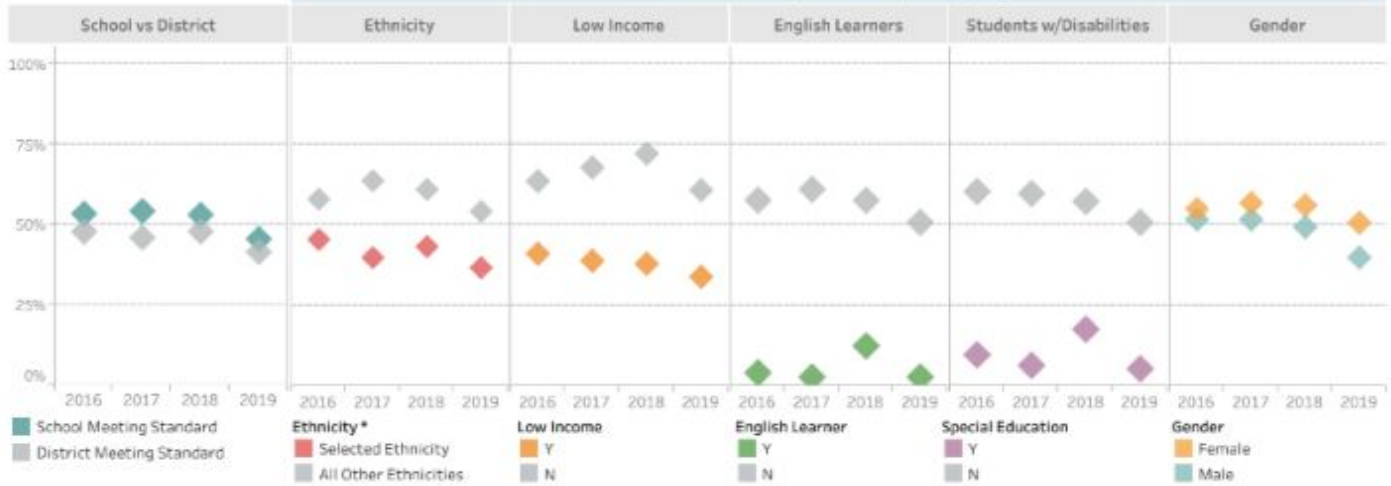
Data:

Rainier Middle School | 6th Grade Math

Equity View of Performance

All Students

Percent Meeting Standard by Subgroups



-Select Data to Display-

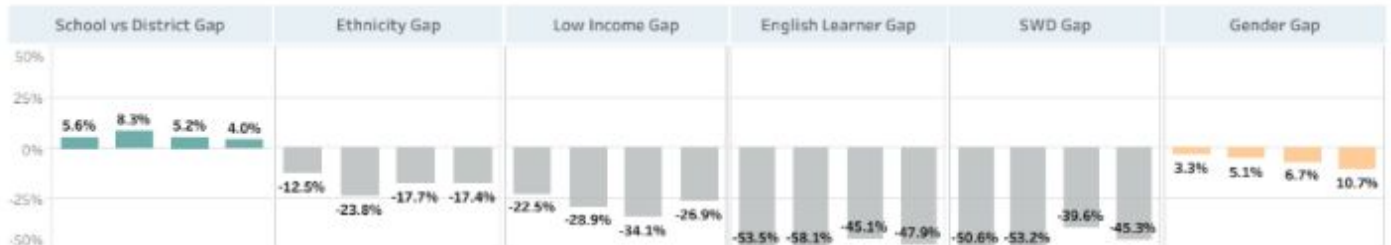
Results reflect the performance of the Student Group, Grade Level and Test selected, broken down by each of the above subgroups.

All Students

* 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.

6th Grade

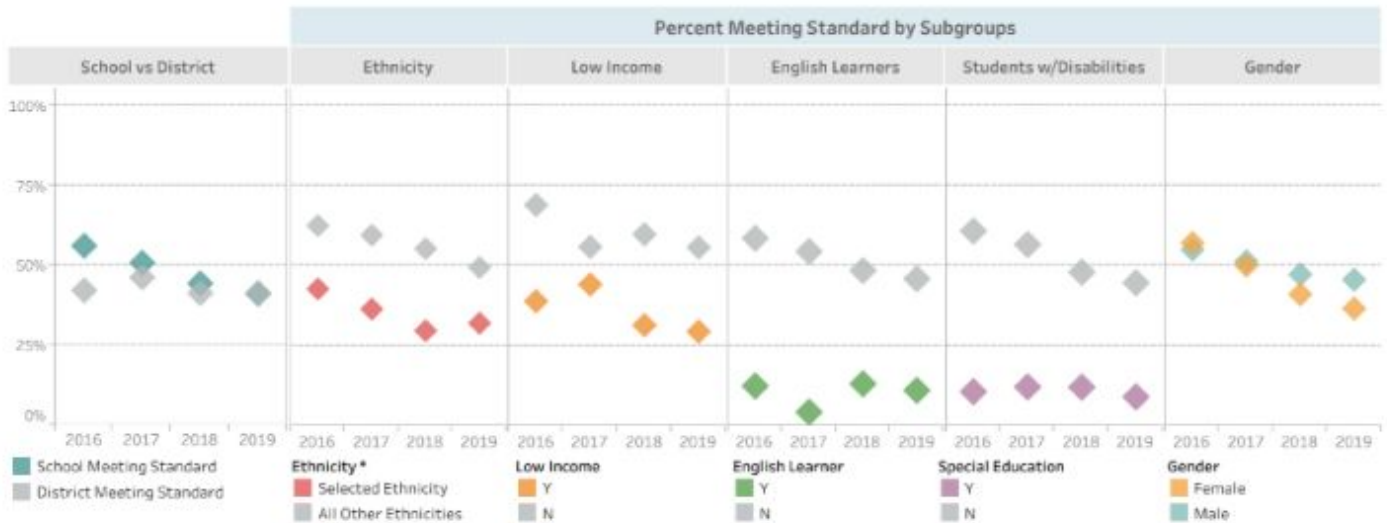
Math



Rainier Middle School | 7th Grade Math

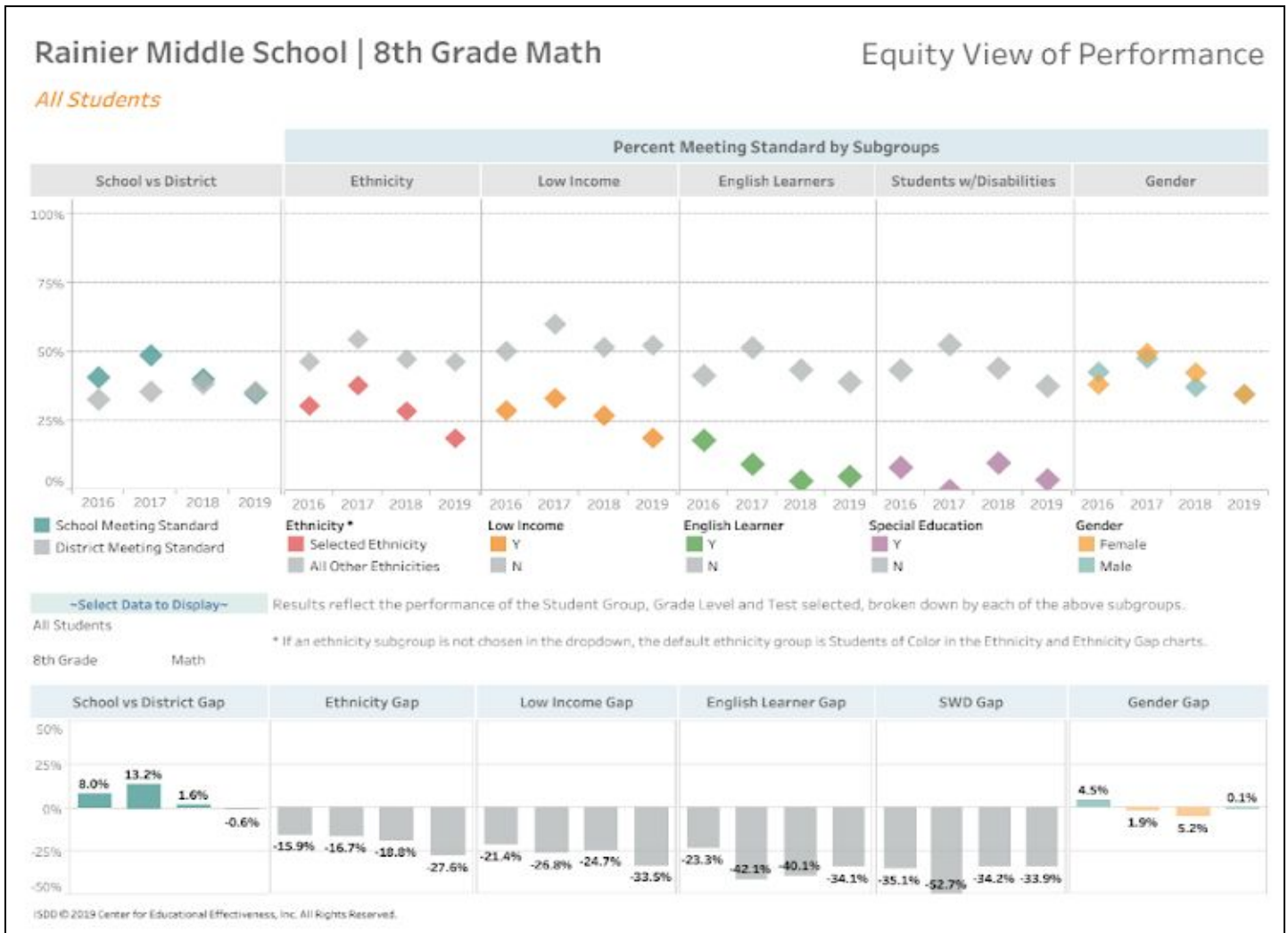
Equity View of Performance

All Students



-Select Data to Display- All Students 7th Grade Math
 Results reflect the performance of the Student Group, Grade Level and Test selected, broken down by each of the above subgroups.
 * 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.





Data Analysis- English Learner Data (include ELPA21)

English Learner Assessment trend data, Rainier Middle School discipline trend data, English Language Arts Smarter Balanced Assessment trend data, and Mathematics Smarter Balanced Assessment trend data were disaggregated by students learning English and their English speaking peers. The following critical points of focus were observed:

According to the OSPI English Learner Assessment trend data, in 2016-17, 73% of **EL students** made progress. That number has decreased to 31.7% of EL students making progress in 2018-19.

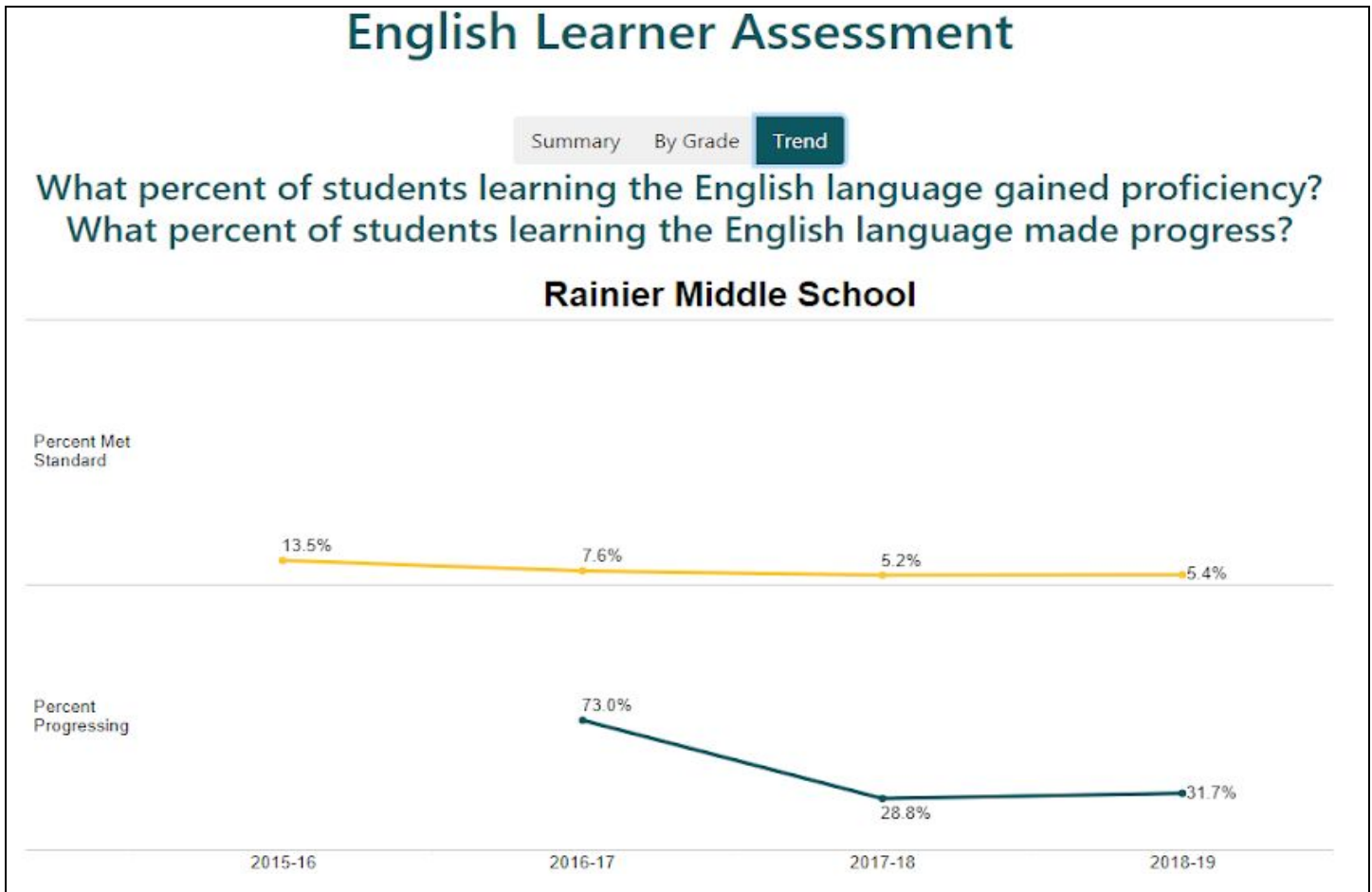
Rainier Middle School discipline rate by demographics showed a consistent average rate of discipline between 8.8% (*low*) - 13.3% (*high*) between the years of 2014-15 to 2017-18. Conversely, there was a significant increase of discipline by 10% between 2017-18 and 2018-19. Disaggregation of the data by gender, income, students with disabilities and **EL students** indicate the need to focus on the dramatic increase of 10% in disciplines between 2017-18 and 2018-19 school years.

The English Language Arts Smarter Balanced Assessment trend data between 2016 - 2019 shows a consistent achievement gap of 43% or more per year for each grade level between non-EL students and **EL students**.

SIP Template

The Mathematics Smarter Balanced Assessment trend data between 2016 - 2019 shows a consistent achievement gap of 24% or more per year for each grade level between non-EL students and **EL students**

Data:



Data Analysis- Students with Disabilities

Mathematics Smarter Balanced Assessment trend data, English Language Arts Smarter Balanced Assessment trend data, and Rainier Middle School discipline trend data were disaggregated by students with disabilities and their non-disabled peers. The following critical points of focus were observed:

Trend data of all grades in the Mathematics Smarter Balanced Assessment from 2016 through 2019 was reviewed. Data was disaggregated by ethnicity, low income, EL, SWD and gender. This data showed a consistent gap between the achievement of our **students with disabilities** and their non-disabled peers per year and at each grade level. This gap is 34% or higher each year and at each grade level.

The English Language Arts Smarter Balanced Assessment trend data between 2016 - 2019 shows a consistent achievement gap of 37% or more per year for each grade level between **SWDs** and non-SWDs.

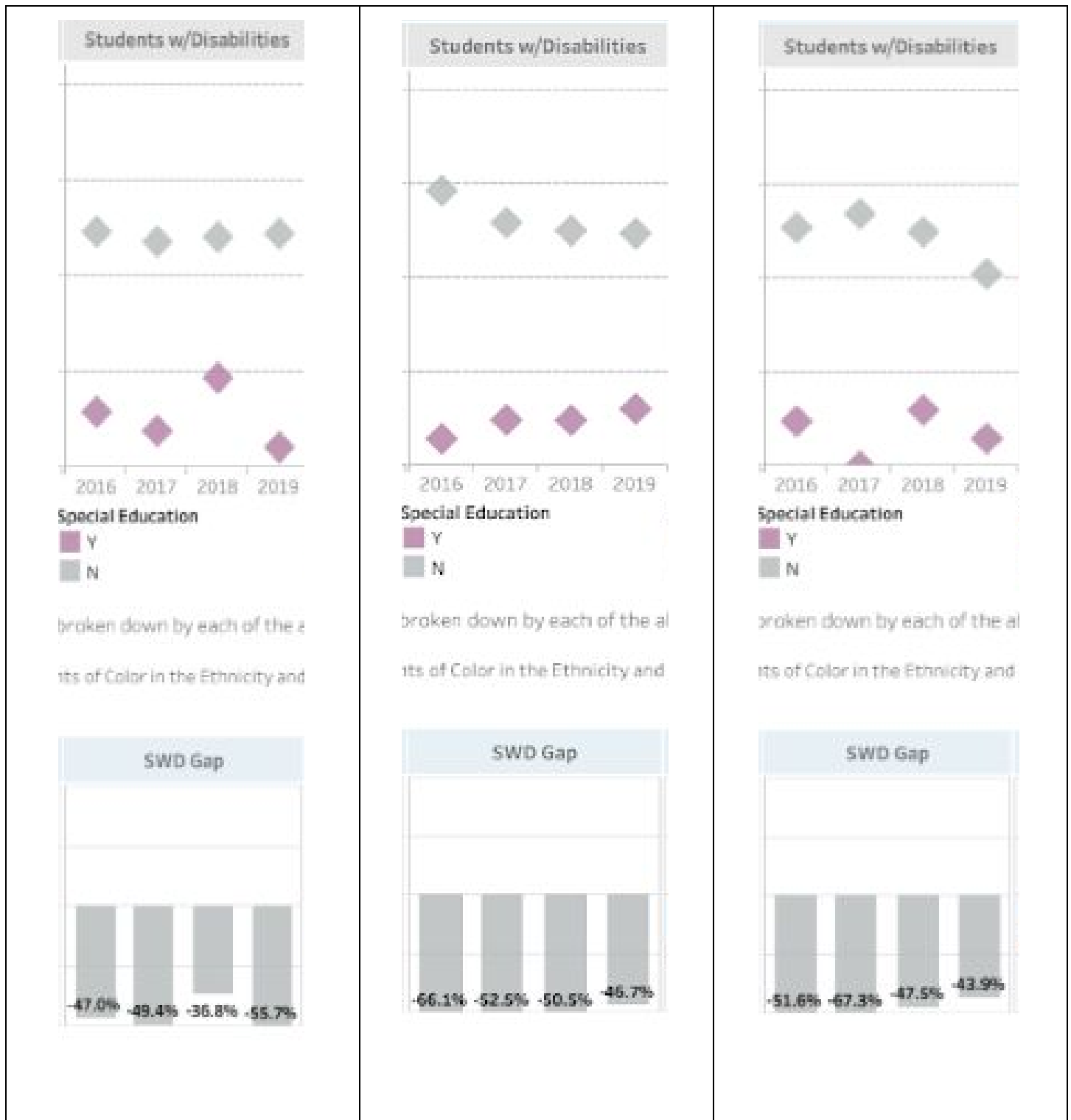
For an executive summary/data concerning inequities in discipline rates for **students with disabilities**, see the Discipline section of this document.

SIP Template

Data:

6th Grade Math SBA	7th Grade Math SBA	8th Grade Math SBA
<div data-bbox="164 363 500 1081"> <p>Students w/Disabilities</p> <p>Special Education ■ Y ■ N</p> </div> <p data-bbox="164 1108 500 1207">broken down by each of the al nts of Color in the Ethnicity and I</p> <div data-bbox="164 1266 500 1627"> <p>SWD Gap</p> <p>-50.6% -53.2% -39.6% -45.3%</p> </div>	<div data-bbox="644 363 980 1081"> <p>Students w/Disabilities</p> <p>Special Education ■ Y ■ N</p> </div> <p data-bbox="644 1108 980 1207">broken down by each of the al nts of Color in the Ethnicity and I</p> <div data-bbox="644 1266 980 1627"> <p>SWD Gap</p> <p>-50.0% -44.4% -35.8% -35.5%</p> </div>	<div data-bbox="1125 363 1461 1081"> <p>Students w/Disabilities</p> <p>Special Education ■ Y ■ N</p> </div> <p data-bbox="1125 1108 1461 1207">broken down by each of the al nts of Color in the Ethnicity and I</p> <div data-bbox="1125 1266 1461 1627"> <p>SWD Gap</p> <p>-35.1% -52.7% -34.2% -33.9%</p> </div>

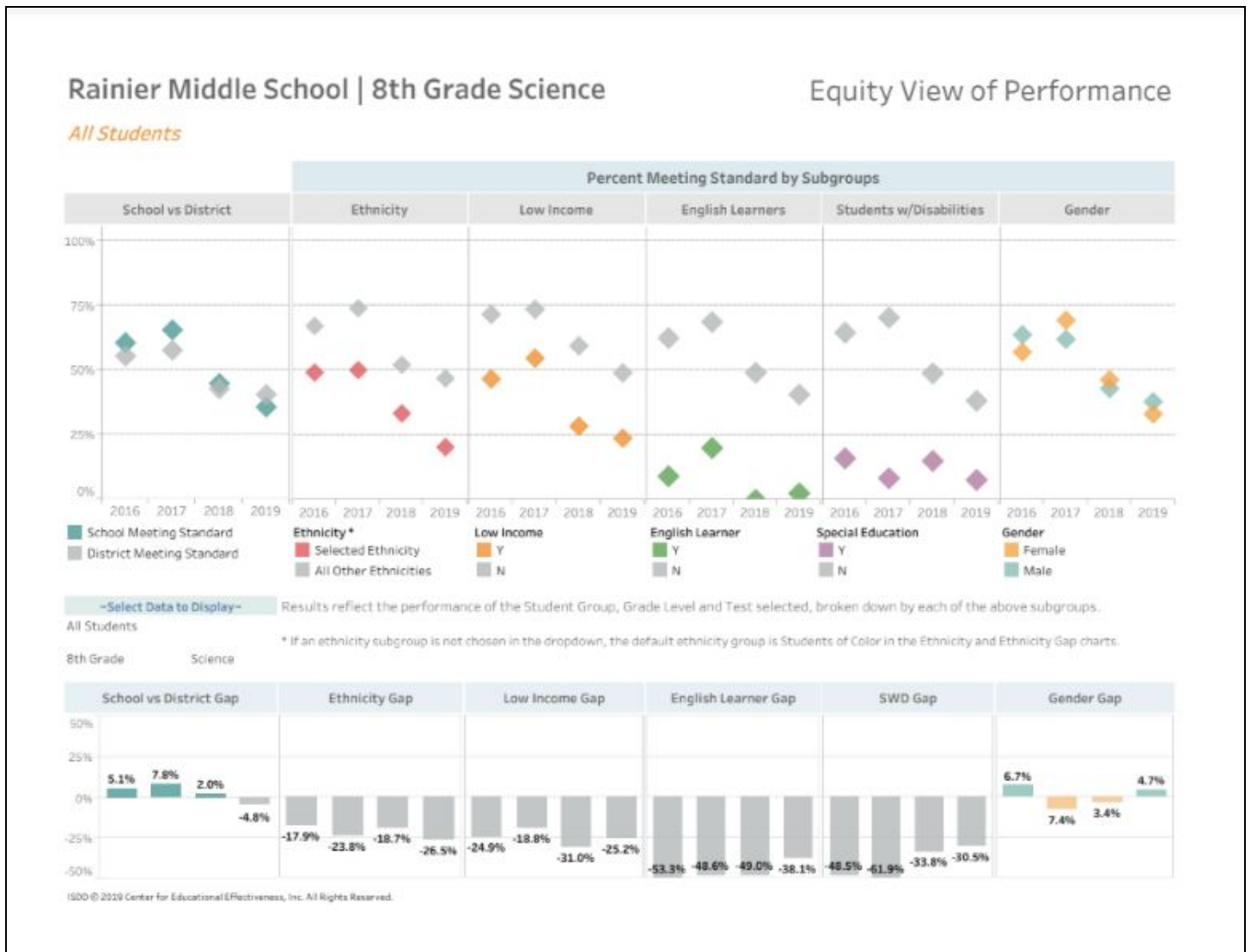
6th Grade ELA SBA	7th Grade ELA SBA	8th Grade ELA SBA
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SIP Template

Rainier Middle WCAS data from 2016 to 2019 was reviewed. This data was disaggregated by ethnicity/race, low income, students learning English, students with disabilities, and gender. The data shows a consistent achievement gap of 30.5% or more per year for each grade level between SWDs and non-SWDs. Additionally, the data shows a consistent achievement gap of 38.1% or more per year for each grade level between students learning English and their English speaking peers. Additionally, the data shows a consistent achievement gap of 18.8% or more per year for each grade level between low income students and non-low income students. The data shows a consistent achievement gap of 17.9% or more per year for each grade level between selected ethnicities (students of color) and all other ethnicities (white and asian students).

Data:



AVID*, Accelerated, Honors/AP Enrollment

The AVID program for 7th & 8th graders showed a diverse distribution of students. The highest percentage of students of one particular race is LatinX students, with 18 students in the 7th grade AVID Elective class and 24 in the 8th grade AVID Elective class.

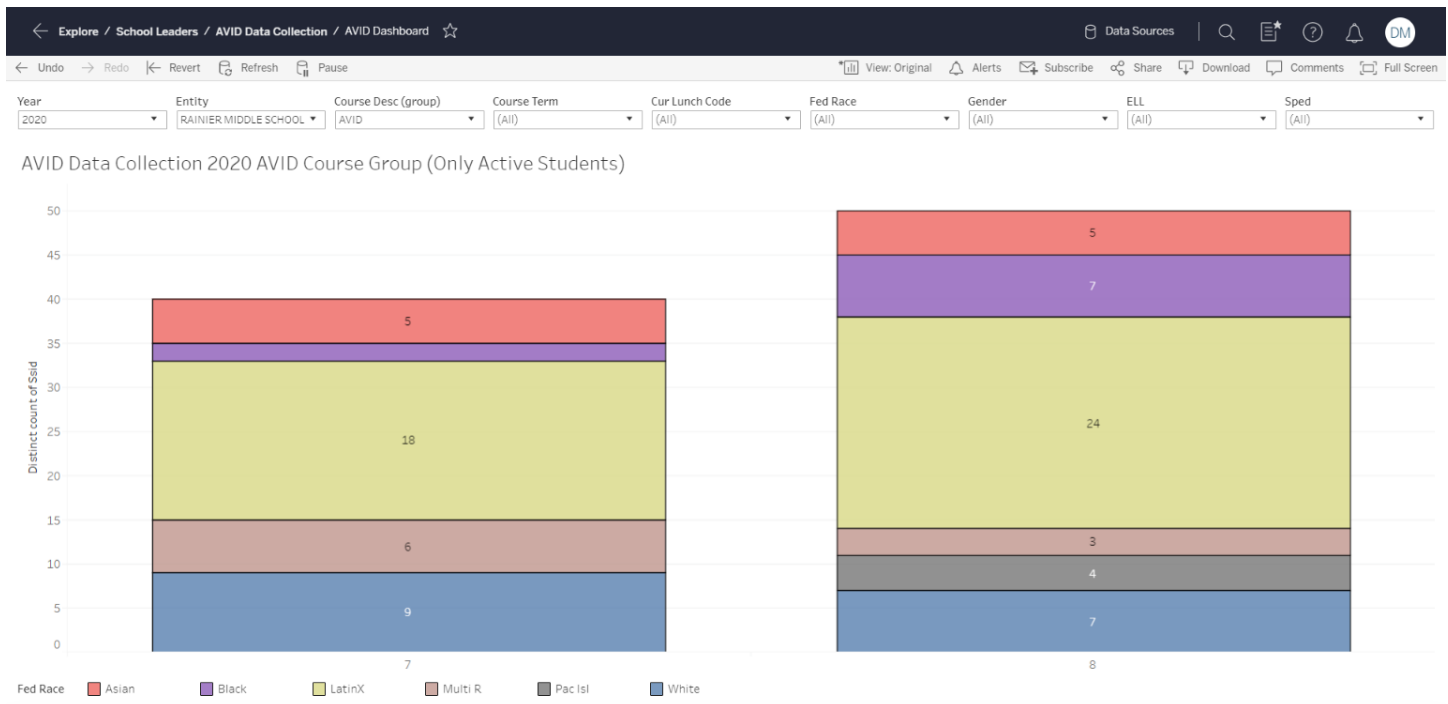
*2019-20 is the 1st year of implementation, trend data is not available

SIP Template

According to trend enrollment data for accelerated courses from 2017-19 to 2019-20, Black student enrollment in advanced math courses for all grades dropped from 12% in 2017-18 to 7.44% in 2019-20. Additionally, Multi-Race student enrollment in 8th Grade Biology dropped from 16% in 2017-18 to 4.35% in 2019-20. LatinX student enrollment in 8th Grade Biology also dropped from 8% in 2017-18 to 4.3% in 2019-20. Finally, Black student enrollment in 8th Grade Biology dropped from 8% in 2017-18 to 1% in 2019-20.

According to the 2019-20 accelerated course enrollment data for 2019-20, White and Asian student enrollment in advanced math courses was approximately 30%, while Black enrollment was 7.44% and LatinX enrollment was 15.56%. This means that 30% of the white and asian student population enrolled in an advanced math course while only 7.44% of the Black student population and 15.56% of the LatinX student population enrolled in an advanced math course. These are clear racial discrepancies.

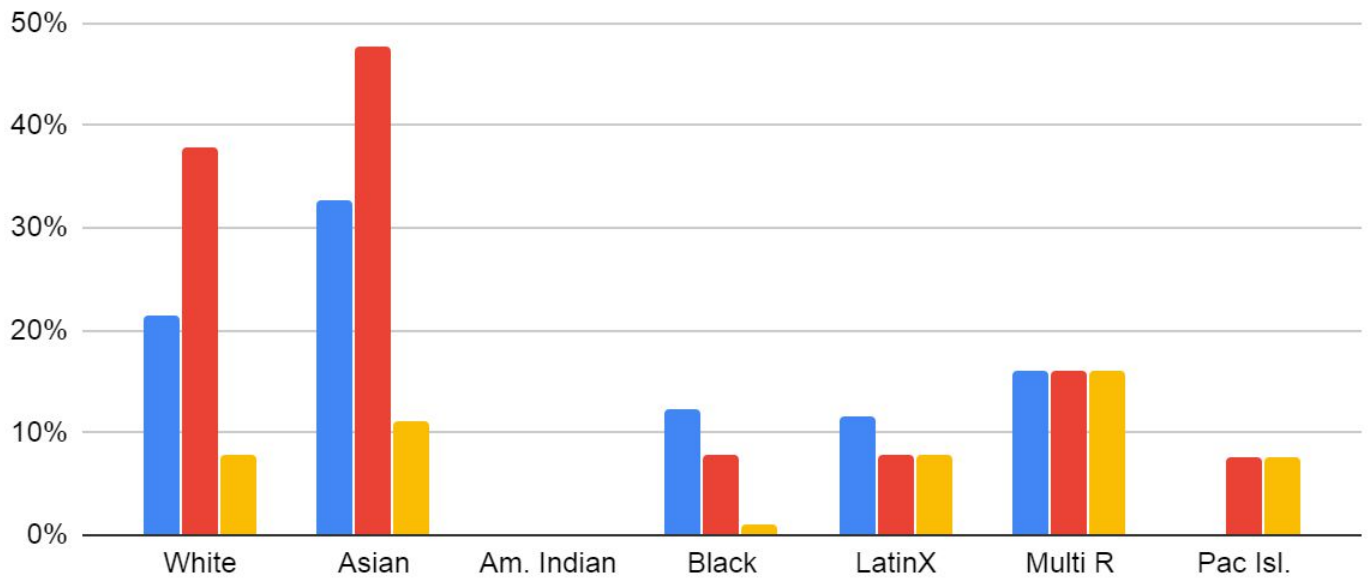
Data:



Data:

Accelerated Courses Desegregated by Race/Ethnicity (6-8)

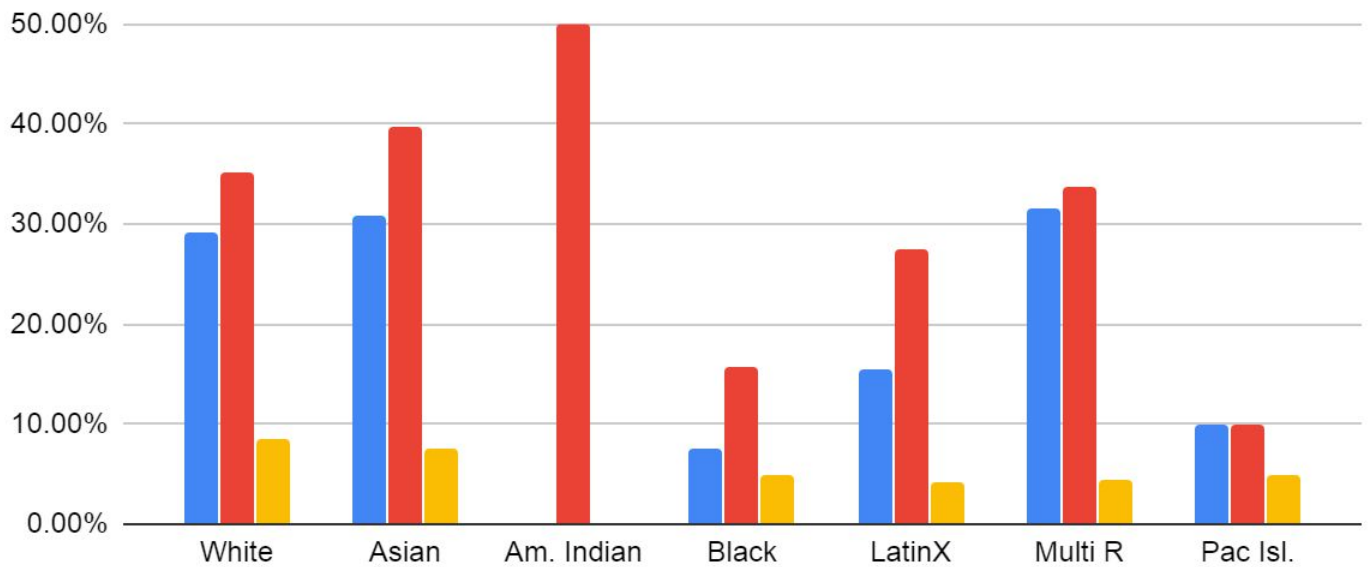
■ Advanced Math
 ■ Honors ELA
 ■ Biology (8th)



2017-18

Accelerated Courses Desegregated by Race/Ethnicity (6-8)

■ Advanced Math
 ■ Honors ELA
 ■ Biology (8th)

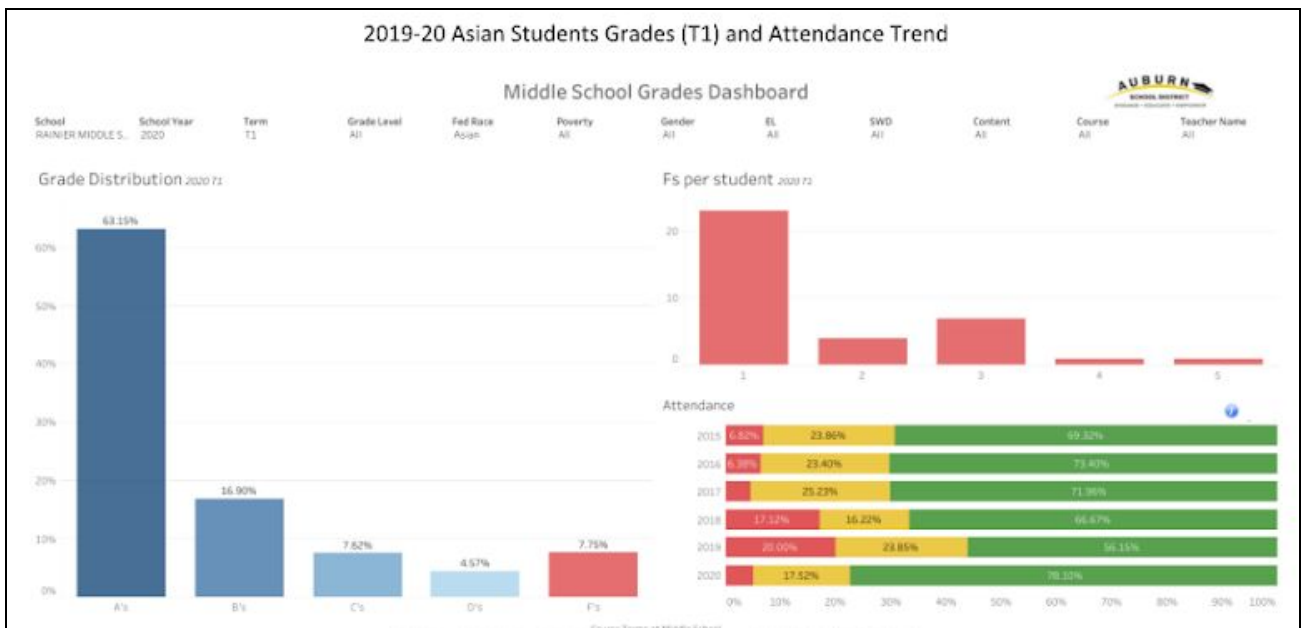
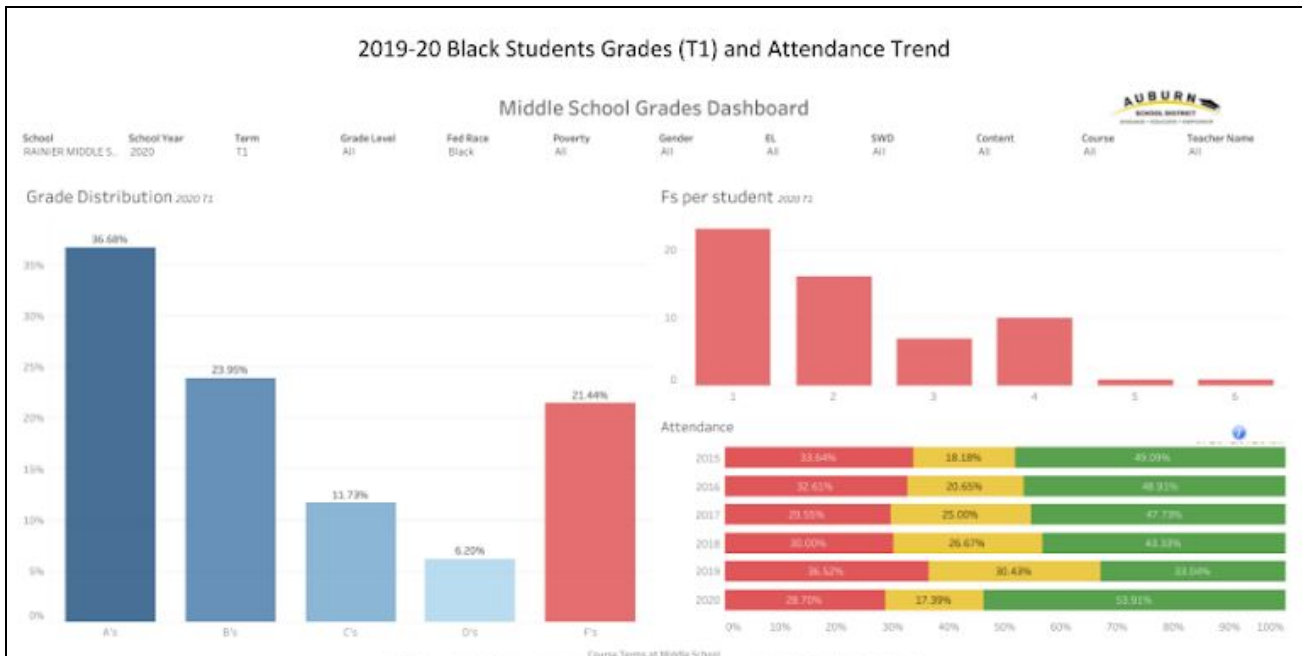


2019-20

F Data

Rainier Middle School Term 1 grades from 2018-19 to 2019-20 disaggregated by race/ethnicity, low income students, students with disabilities, and students learning English were reviewed. The data showed that in 2019-20, students of color, except for American Indian students, had significantly more “Fs” than their White and Asian peers. For example, the grade distribution for Asians students shows that Asian students received 7.75% “F” grades and 63.15% “A” grades. Conversely, Black students received 21.44% “F” grades and 36.68% “A” grades. This data is one of many examples of inequities in grade distribution for students of color.

Data:



Data Analysis- CEE Perceptual Survey

CEE Perceptual Survey trend data of 2016 and 2018 were reviewed with a focus of the “Top 5” and “Bottom 5” responses. Data was disaggregated by parents, students, and staff. For the survey statement, “Students in this school are engaged in learning,” the percent positive responses from staff decreased by 18.2% from 2016 to 2018. Additionally, for the survey statement, “I enjoy coming to this school,” the percent positive response from students decreased by 8.4% from 2016 to 2018.

Where are we seeing the most change from '16-17 to '18-19?



Top/Bottom 5 Increase/Decrease in % Positive Responses Rainier Middle School | Auburn School District

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Staff Survey

PCI – This school encourages parent involvement in their child’s learning	23.6%
SLE – This school proactively addresses issues of diversity (race, ethnicity, culture, gender, and sexual orientation) in a timely and effective manner	22.4%
CIA – This school provides curriculum that is relevant and meaningful	20.1%
SLE – We have a system for celebrating student success	13.3%
C – Teachers collaboratively plan lessons	17.5%
EL – I regularly talk with my principal/supervisor about progress on instructional improvement goals	-17.5%
SLE – Students in this school are engaged in learning	-18.2%
RTB – My colleagues are willing to be held accountable for student learning	-19.3%
CIA – Teachers communicate the expectation that all students will participate	-25.6%
EL – My principal cares about me as a person	-46.6%

Student Survey

EL – I often see the principal or administrators around the school talking to students	32.6%
CUSTOM – My school provides activities that recognize that each racial/cultural/identity group has its own strengths and needs	8.6%
CUSTOM – Our school strongly enforces rules against racist jokes, slurs, and language	6.8%
C – Adults in this school help me plan and set goals for my future	2.0%
SLE – Student success is celebrated in this school	1.6%
SLE – I enjoy coming to this school	-8.4%
EL – My teacher(s) listen to my ideas and/or concerns	-9.1%
EL – I am comfortable talking with my teacher(s)	-13.0%
CSF – In my classes, students are busy doing schoolwork	-17.2%
SLE – This school is orderly and well maintained	-24.9%

Parent Survey

C – Communication/materials I receive from the school are in a language I can understand	45.9%
CUSTOM – The district communicates a clear purpose for technology integration	20.7%
SLE – My child learns about the cultures of our community at his or her school	19.5%
HSE – This school believes and expects that all students can meet state standards	16.5%
SLE – This school addresses issues of diversity in a timely and effective manner	14.4%
CSF – I am informed about progress toward the improvement goals of this school	15.6%
CUSTOM – Our school explicitly teaches ways to talk about race/culture	-16.2%
MTL – I am given opportunities to discuss my child’s progress at school	-17.1%
MTL – My child is encouraged to track progress toward his/her goals	-17.6%
PCI – When I share concerns with my child’s teacher, he/she listens	-17.8%

SIP Template

Parent Engagement – SWT 2/LAP

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

1. 5th Grade Parents Night
2. Welcome Back Days
3. Calls home to welcome families to our school
4. Open House
5. Conferences
6. Hispanic Family Day
7. African American Family Day PIDDAS

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.

1. (5th → 6th) 6th Grade Orientation
2. (5th → 6th) 5th Grade AVID Presentation and Interviews
3. (5th → 6th) 5th Grade AVID teacher Collaboration with MS AVID Coordinator and admin. team
4. (5th → 6th) Title I Teacher and ELA Instructional Specialist confer with each elementary feeder school
5. (5th → 6th) SPED MS Staff collaborate with SPED Elem. Staff
6. (5th → 6th) Counselors visit feeder elementary schools
7. (8th → 9th) HS Registration
8. (8th → 9th) Offer High school credit in Algebra, Geometry, Biology
9. (8th → 9th) SPED MS Staff collaborate with SPED HS Staff
10. (8th → 9th) Provide tiered behavior information to HS Counselors for 8th grade students rolling up to HS
11. (8th → 9th) HS AVID teacher collaboration with MS AVID Coordinator and admin. team
12. (within building 6th to 7th, 7th to 8th) Utilization of the student information hub (Matrix) to communicate academic, social, and behavioral tiered information to teachers

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.

Smarter Balanced Assessment Data

Instructional Specialists maintain detailed SBA data for ELA and Math. ELA and Math teachers are provided with this detailed SBA data from the previous year for their current students by class. This data is used to instruct more effectively. Teachers use the data to inform their practice in the following ways: intentional grouping, differentiation, accessing student prior knowledge, and assisting students with goal setting.

iReady Diagnostics & Lessons

Students take the iReady Reading and Math Diagnostic assessment in the fall, winter, and spring. The fall diagnostic acts as a baseline data point. Teachers have data talks with students to go over their skill set. Students identify areas of strength and set goals for areas of improvement. Based on their diagnostic scores, students are assigning individualized lessons through the iReady platform to practice necessary skills. Teachers monitor this individualized student progress and provide assistance or motivation when necessary. Teachers also use the diagnostic results to monitor whole class progress on the specific domains tested. For example, if the diagnostic shows the majority of students in a class are struggling in the domain of Vocabulary, the teacher ensures that he/she provides explicit vocabulary instruction as well as tools to decipher unknown words. A class that shows strong performance in the domain of Vocabulary would not need this level of scaffolding.

Common Assessments

SIP Template

ELA and Math teachers meet most Mondays during the school year to participate in Professional Learning Communities (PLC). During these PLC meetings, teachers plan, develop and implement common assessments. Teachers collaborate to analyze student work to inform instruction by answering the following questions: 1) What should we do if students show they have mastery of the skill(s) assessed? 2) What do we do if students do not show they have mastery the skill(s) assessed? This discussion leads to the planning of a reteach or enhancement of instruction.

All above assessments are also used as evaluation tools for SIP systems implemented.

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?

ELA Systematic Response to Intervention

Based on a student's achievement on the prior years' SBA, as well as their year long trend data on the iReady benchmark assessments, students are put into rank order and placed in the following ways:

- 1) Reading Enrichment Program (REP) - This program focuses on students who have the lowest performing scores and need reading and analysis practice. Students can graduate out of the program.
- 2) Writing Clinic (WC) - This program focuses on students who have adequate reading and analysis skills, but need additional instruction in writing.
- 3) Co-Teaching - Two types of students are selected for this program:
 - a) Non-SPED Student who has earned a Level 2 on the ELA SBA
 - b) SPED students who would most benefit from a least restrictive environment, but still need additional one-on-one instruction for academic growth
- 4) Extended Day Support: This program focused on foundational learning gaps in ELA

Math Systematic Response to Intervention

Based on a student's achievement on the prior years' SBA, as well as their year long trend data on the iReady benchmark assessments, students are put into rank order and placed in the following ways:

- 1) Math Intervention - This program focuses on students who have gaps in foundational knowledge of mathematics which is keeping them from being successful in their grade-level math class.
- 2) Co-Teaching - Two types of students are selected for this program:
 - a) Non-SPED Student who has earned a Level 2 on the Math SBA
 - b) SPED students who would most benefit from a least restrictive environment, but still need additional one-on-one instruction for academic growth
- 3) Extended Day Support: This program focused on foundational learning gaps in Math

Prioritized Challenges

Goal 1: The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2016 to spring 2020 as measured by the State assessment in ELA for Grades 6, 7, and 8.

Prioritized Challenges:

1. The percent gap between Students with Disabilities meeting standards on the 6th grade ELA SBA as compared to non-Students with Disabilities, has increased from 2018 to 2019 by 18.9%.
2. The percent gap between English Learners meeting standards on the 6th grade ELA SBA as compared to non-English Learners has increased from 2016 (-46.4%) to 2019 (-58.2%) by 11.8%.
3. The percent of 7th grade low income students passing the ELA SBA has decreased. The opportunity gap has increased in this area from -28.2% in 2016 to -38.5% in 2019 as compared to non-low income students.
4. The percentage gap between English Learners meeting standards on the 7th grade ELA SBA as compared to non-English Learners has remained above 50% from 2016-2019 (-64.1% in 2016) (-57.7% in 2017) (-59.1% in 2018) (-50.8% in 2019)
5. The percentage gap between Selected Ethnicities (non-White and non-Asian students) meeting standards on the 8th grade ELA SBA as compared to White and Asian students has increased from 2016 (-18.4%) to 2019 (-24.5%) by 6.1%.

Goal 2: The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2016 to spring 2020 as measured by the State assessment in Math for Grades 6, 7, and 8.

Prioritized Challenges:

1. The percentage gap between Students with Disabilities meeting standards on the 6th grade Math SBA as compared to non-Students with Disabilities has increased from 2018 (-39.6%) to 2019 (-45.3%) by 5.7%
2. The percentage gap between Students with Disabilities meeting standards on the 7th grade Math SBA as compared to non-Students with Disabilities has remained above 35% from 2016 to 2019. (-50.0% in 2016) (-44.4% in 2017) (-35.8% in 2018) (-35.5 in 2019)
3. The percentage gap between Low Income students meeting standards on the 8th grade Math SBA as compared to non-Low Income students has increased from 2016 (-21.4%) to 2019 (-33.5%) by 12.1%.
4. The percentage gap between English Learners meeting standards on the 8th grade Math SBA as compared to non-English Learners has increased from 2016 (-23.3%) to 2019 (-34.1%) by 10.8%.

Goal 3: The staff perception of Supportive Learning Environment as measured by the CEE Survey will increase by 9% each of the years administered.

Prioritized Challenges:

1. According to trend attendance data, the percent of Selected Ethnicities (non-White and non-Asian students) who are "at-risk" (missing 20% or more of school) has remained virtually the same from 2015 (32%) to 2020 (32.1%).

SIP Template

2. According to trend attendance data, the percent gap of “at-risk” (missing 20% or more of school) between Selected Ethnicities (non-White and non-Asian students) as compared to White and Asian students has increased from 2015 (-10.9%) to 2020 (-13.2%)
3. According to the CEE survey, the change from 16'-17' to 18'-19' for students in their enjoyment for coming to school decreased 8.4%
4. Teacher's CEE survey in 2018-19 reports that "students engage in learning" is down 18.2% from the 2016-17 report.
5. Student's CEE survey 2018-19 reports that students "busy in school work" is down 17.2% from 2016-17 CEE survey.
6. The percentage of parents that believe most students at the school are well behaved is 21.9% according to the CEE survey 2018-19.

SMART Goal 1:

The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2019 “due to COVID-19” to spring 2023 as measured by the Smarter Balanced Assessment (SBA) in **ELA** for Grades 6, 7, and 8.

	2019* Current Reality	2021 Goal	2022 Goal	2023 Goal
6th	54.6%	60.6%	66.6%	72.6%
7th	57.1%	63.1%	69.1%	75.1%
8th	47.4%	53.4%	59.4%	65.4%

SMART Goal 2

The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2019 “due to COVID-19” to spring 2023 as measured by the Smarter Balanced Assessment (SBA) in **Math** for Grades 6, 7, and 8.

	2019* Current Reality	2021 Goal	2022 Goal	2023 Goal
6th	45.4%	51.4%	57.4%	63.4%
7th	41%	47%	53%	59%
8th	34.8%	40.8%	46.8%	52.8%

SMART Goal 3:

SIP Template

Decrease the at-risk attendance rate (missing 10% or more school days) for all students from 25.4% 2020 to 20% by 2023 by eliminating disparities. Decrease the percent of students who are excluded from school in response to a behavioral violation from 14.2% in 2018-19 to 7% in 2023 by eliminating disparities.

Student Group	2020 At-Risk Rate Current Reality	2023 At-Risk Rate Goal	Difference
Students of Color	32%	20%	-12%
English Learners	30%	20%	-10%
Students with Disabilities	47%	20%	-27%

Student Demographic	2018-19 Exclusion Rate Current Reality	2023 Exclusion Rate Goal	Difference
Black/African American	20.3%	7%	-13.3%
Hispanic/Latino	18.4%	7%	-11.4%
Native Hawaiian/Other Pacific Islander	21.1%	7%	-14.1%
Two or More Races	20%	7%	-13%
English Learners	18.2%	7%	-11.2%
Students with Disabilities	28.2%	7%	-21.2%

SMART Goal 1					
Subject Area:					
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Students of color, Students with disabilities, Students learning english, Students experiencing low socio-economic context				
Our Reality: <i>(based on assessment data analysis)</i>	*See current SBA scores above				
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2019 “due to COVID-19” to spring 2023 as measured by the Smarter Balanced Assessment (SBA) in ELA for Grades 6, 7, and 8.				
	2019* Current Reality	2021 Goal	2022 Goal	2023 Goal	
	6th	54.6%	60.6%	66.6%	72.6%
	7th	57.1%	63.1%	69.1%	75.1%
	8th	47.4%	53.4%	59.4%	65.4%
Action Plan					
Action Step 1 SWT 2 & 3/LAP	Implement WICOR Strategy - Focused Note Taking (FNT) Process consistently in ALL classrooms <i>Hattie - Teacher Clarity (.75)</i>				
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD		
<p><i>August</i></p> <p>Teachers review and understand the FNT process and have the materials to use in class (paper & electronic) for implementation.</p> <p>Staff self-assessment of understanding of the FNT process.</p> <p>Teachers understand the schoolwide “Do Now” protocol.</p> <p>Early adopters can start with a</p>	<p>ELA Department sets goals for the fall, winter, and spring iReady diagnostic</p>	<p>Admin. Team AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours <i>(see calendar below for specific dates and hours)</i></p> <p>Review the FNT Process</p> <p>Introduction of the schoolwide “Do Now” protocol</p>		

SIP Template

<p>one-pager guideline on “Do Now” protocol.</p>			
<p><i>September-Mid-November</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers explicitly teach the 5 Phases of Focused Note Taking</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Fall ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>1st Quarter ends Nov. 6th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p>	<p>Admin. Team AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the “Do Now” protocol</p> <p>Presentation of baseline data for evidence of impact</p>
<p><i>Mid-November- January</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Winter ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>2nd Quarter ends January 29th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff</p>	<p>Admin. Team AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Celebrate Success</p>

SIP Template

	<p>implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>		
<p><i>February-April</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Spring ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>3rd Quarter ends April 16th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative data from fall to winter, monitor and adjust systems and instruction</p>	<p>Admin. Team AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>

SIP Template

<p><i>April-June</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p> <p>SIP and AVID Team reflect on the implementation process, make necessary modifications to the system for the next school year, and celebrate success.</p>	<p>Final Analysis of Grade Distribution (<i>4th Quarter ends June 25th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Based on data analysis determine students needing summer school</p>	<p>Admin. Team AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of end-of-year data for evidence of impact</p> <p>Celebrate Success</p>
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Implement WICOR Strategy - Organization skills taught through the binder check system in ALL classrooms.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p> <p>Teachers provided a list of binder materials required and understand the process for providing students with binders and materials</p> <p>Teachers understand and receive a one-pager guideline on the “Planning using a Planner” protocol.</p>		<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of schoolwide student binders and materials lists</p> <p>Introduction to the “Planning using a Planner” protocol</p>

SIP Template

<p><i>September-Mid-November</i></p> <p>Teachers ensure all students have the necessary binder and binder material</p> <p>Teachers implement consistent and frequent binder checks</p> <p>Teachers explicitly teach students to use planners to stay organized</p> <p>Teachers check for the iReady Skill Tracking Sheet in the student binder</p>	<p>Fall ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check for goal attainment</p> <p>Analysis of Grade Distribution (<i>1st Quarter ends Nov. 6th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the binder check system</p> <p>Implementation of the “Planning using a Planner” protocol</p> <p>Presentation of baseline data for evidence of impact</p>
<p><i>Mid-November- January</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals</p>	<p>Winter ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check for goal attainment</p> <p>Analysis of Grade Distribution (<i>2nd Quarter ends January 29th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Celebrate Success</p>

SIP Template

	SIP Student Survey - SIP System Check		
<p><i>February-April</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals</p>	<p>Spring ELA iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p> <p>Analysis of Grade Distribution (<i>3rd Quarter ends April 16th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative data from fall to winter, monitor and adjust systems and instruction</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>
<p><i>April-June</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for</p>	<p>Final Analysis of Grade Distribution (<i>4th Quarter ends June 25th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence</p>

SIP Template

<p>differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals</p> <p>SIP and AVID Team reflect on the implementation process, make necessary modifications to the system for the next school year, and celebrate success.</p>	<p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Based on data analysis determine students needing summer school</p>		<p>of impact by the identified leadership teams.</p> <p>Presentation of end-of-year data for evidence of impact</p> <p>Celebrate Success</p>
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Alignment to District Improvement:.

- The Focused Note Taking (FNT) process, a pillar of the AVID program, makes learning visible for teachers to be able to formatively check for student understanding throughout the learning process, and makes goal setting for students possible. With the FNT process students have a tangible record of their learning that they can access to consolidate, synthesize, and make connections. The FNT is a clear driver for students to be able to connect to their learning. The skill of taking, processing, and connecting notes will assist students through-out their entire academic life.
- WICOR - Organization through binder checks is a schoolwide initiative which acts as a catalyst for teacher and student self-efficacy, a precursor to the all important collective efficacy we strive to achieve. When students are organized, they are more efficient learners. Teachers will explicitly teach the skill of organizing, an even more important skill in the coming hybrid education platform students will soon experience. Organization skills levels the playing field for all students to have the capacity to access learning. It is a skill that students will use their entire academic life.

SMART Goal 2

Subject Area:

Target Population: *(based on demographic, discipline and attendance data analysis)*

Students of color, Students with disabilities, Students learning english, Students experiencing low socio-economic context

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

**See current SBA scores above*

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

The percent of students at each grade level meeting standard will increase by at least 6% each year from spring 2019 “due to COVID-19” to spring 2023 as measured by the Smarter Balanced Assessment (SBA) in **Math** for Grades 6, 7, and 8.

	2019* Current Reality	2021 Goal	2022 Goal	2023 Goal
6th	45.4%	51.4%	57.4%	63.4%
7th	41%	47%	53%	59%
8th	34.8%	40.8%	46.8%	52.8%

Action Plan			
Action Step 1 SWT 2 & 3/LAP	Implement WICOR Strategy - Focused Note Taking (FNT) Process consistently in ALL classrooms <i>Hattie - Teacher Clarity (.75)</i>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Teachers review and understand the FNT process and have the materials to use in class (paper & electronic) for implementation.</p> <p>Staff self-assessment of understanding of the FNT process.</p> <p>Teachers understand the schoolwide “Do Now” protocol.</p> <p>Early adopters can start with a one-pager guideline on “Do Now” protocol.</p>	<p>Math Department sets goals for the fall, winter, and spring iReady diagnostic</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Review the FNT Process</p> <p>Introduction of the schoolwide “Do Now” protocol</p>
<p><i>September-Mid-November</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers explicitly teach the 5 Phases of Focused Note Taking</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Fall Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>1st Quarter ends Nov. 6th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the “Do Now” protocol</p> <p>Presentation of baseline data for evidence of impact</p>

SIP Template

<p><i>Mid-November- January</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Winter Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>2nd Quarter ends January 29th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Celebrate Success</p>
<p><i>February-April</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p>	<p>Spring Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check goal attainment</p> <p>Analysis of Grade Distribution (<i>3rd Quarter ends April 16th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>

SIP Template

	<p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative data from fall to winter, monitor and adjust systems and instruction</p>		
<p><i>April-June</i></p> <p>Teachers implement the FNT process and have the materials to use in class (paper & electronic).</p> <p>Teachers perform the schoolwide “Do Now” system of processing notes in the first 5-7 minutes of class.</p> <p>SIP and AVID Team reflect on the implementation process, make necessary modifications to the system for the next school year, and celebrate success.</p>	<p>Final Analysis of Grade Distribution (<i>4th Quarter ends June 25th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Based on data analysis determine students needing summer school</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of end-of-year data for evidence of impact</p> <p>Celebrate Success</p>
<p>Action Step SWT 2 & 3/LAP</p>	<p>Implement WICOR Strategy - Organization skills taught through the binder check system in ALL classrooms</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p> <p>Teachers provided a list of binder materials required and understand the process for providing students with binders and materials</p>		<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of schoolwide student binders and materials lists</p>

SIP Template

<p>Teachers understand and receive a one-pager guideline on the “Planning using a Planner” protocol.</p>			<p>Introduction to the “Planning using a Planner” protocol</p>
<p><i>September-Mid-November</i></p> <p>Teachers ensure all students have the necessary binder and binder material</p> <p>Teachers implement consistent and frequent binder checks</p> <p>Teachers explicitly teach students to use planners to stay organized</p> <p>Teachers check for the iReady Skill Tracking Sheet in the student binder</p>	<p>Fall Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check for goal attainment</p> <p>Analysis of Grade Distribution (<i>1st Quarter ends Nov. 6th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the binder check system</p> <p>Implementation of the “Planning using a Planner” protocol</p> <p>Presentation of baseline data for evidence of impact</p>
<p><i>Mid-November- January</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals.</p>	<p>Winter Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics; check for goal attainment</p> <p>Analysis of Grade Distribution (<i>2nd Quarter ends January 29th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Celebrate Success</p>

SIP Template

	<p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>		
<p><i>February-April</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals</p>	<p>Spring Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p> <p>Analysis of Grade Distribution (<i>3rd Quarter ends April 16th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative data from fall to winter, monitor and adjust systems and instruction</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>

SIP Template

<p><i>April-June</i></p> <p>Teachers ensure all students have the necessary binder and binder material.</p> <p>Teachers explicitly teach students to use their planners.</p> <p>Teachers implement consistent and frequent binder checks.</p> <p>Teachers plan for differentiation/enhancement of instruction using the iReady Skill Tracking Sheets to help students reach their goals</p> <p>SIP and AVID Team reflect on the implementation process, make necessary modifications to the system for the next school year, and celebrate success.</p>	<p>Final Analysis of Grade Distribution (<i>4th Quarter ends June 25th</i>)</p> <p>Common Formative Assessments (PLC) - Analysis of target populations (<i>see above</i>). achievement. Analysis is performed to inform instruction, identify interventions, and monitor target population achievement and growth</p> <p>Analyze AVID Walkthrough Data to determine PD to support staff implementation and check for levels of implementation</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Based on data analysis determine students needing summer school</p>	<p>Admin. Team AVID Site Coordinator AVID Team SIP/BLT Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of end-of-year data for evidence of impact</p> <p>Celebrate Success</p>
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Alignment to District Improvement:

- The Focused Note Taking (FNT) process, a pillar of the AVID program, makes learning visible for teachers to be able to formatively check for student understanding throughout the learning process, and makes goal setting for students possible. With the FNT process students have a tangible record of their learning that they can access to consolidate, synthesize, and make connections. The FNT is a clear driver for students to be able to connect to their learning. The skill of taking, processing, and connecting notes will assist students through-out their entire academic life.
- WICOR - Organization through binder checks is a schoolwide initiative which acts as a catalyst for teacher and student self-efficacy, a precursor to the all important collective efficacy we strive to achieve. When students are organized, they are more efficient learners. Teachers will explicitly teach the skill of organizing, an even more important skill in the coming hybrid education platform students will soon experience. Organization skills levels the playing field for all students to have the capacity to access learning. It is a skill that students will use their entire academic life.

SMART Goal 3

Subject Area:

SIP Template

Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Students of color, Students with disabilities, Students learning english, Students experiencing low socio-economic context																																												
Our Reality: <i>(based on assessment data analysis)</i>	*See discipline and attendance data above																																												
Our SMART Goal: <i>(based on target population and your reality)</i>	<p>Decrease the at-risk attendance rate (missing 10% or more school days) for all students from 25.4% 2020 to 20% by 2023 by eliminating disparities. Decrease the percent of students who are excluded from school in response to a behavioral violation from 14.2% in 2018-19 to 7% in 2023 by eliminating disparities.</p> <table border="1" data-bbox="501 543 1487 789"> <thead> <tr> <th>Student Group</th> <th>2020 At-Risk Rate Current Reality</th> <th>2023 At-Risk Rate Goal</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Students of Color</td> <td>32%</td> <td>20%</td> <td>-12%</td> </tr> <tr> <td>English Learners</td> <td>30%</td> <td>20%</td> <td>-10%</td> </tr> <tr> <td>Students with Disabilities</td> <td>47%</td> <td>20%</td> <td>-27%</td> </tr> </tbody> </table> <table border="1" data-bbox="501 865 1498 1274"> <thead> <tr> <th>Student Demographic</th> <th>2018-19 Exclusion Rate Current Reality</th> <th>2023 Exclusion Rate Goal</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Black/African American</td> <td>20.3%</td> <td>7%</td> <td>-13.3%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>18.4%</td> <td>7%</td> <td>-11.4%</td> </tr> <tr> <td>Native Hawaiian/Other Pacific Islander</td> <td>21.1%</td> <td>7%</td> <td>-14.1%</td> </tr> <tr> <td>Two or More Races</td> <td>20%</td> <td>7%</td> <td>-13%</td> </tr> <tr> <td>English Learners</td> <td>18.2%</td> <td>7%</td> <td>-11.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>28.2%</td> <td>7%</td> <td>-21.2%</td> </tr> </tbody> </table>	Student Group	2020 At-Risk Rate Current Reality	2023 At-Risk Rate Goal	Difference	Students of Color	32%	20%	-12%	English Learners	30%	20%	-10%	Students with Disabilities	47%	20%	-27%	Student Demographic	2018-19 Exclusion Rate Current Reality	2023 Exclusion Rate Goal	Difference	Black/African American	20.3%	7%	-13.3%	Hispanic/Latino	18.4%	7%	-11.4%	Native Hawaiian/Other Pacific Islander	21.1%	7%	-14.1%	Two or More Races	20%	7%	-13%	English Learners	18.2%	7%	-11.2%	Students with Disabilities	28.2%	7%	-21.2%
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Action Plan

Action Step 1 SWT 2 & 3/LAP	Staff members are personally inviting and develop open and trusting relationships with students. <i>(Howard’s Deep Equity: CRT #2)</i>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Teachers understand the importance of establishing positive relationship with students</p> <p>Teachers understand the purpose of the Positive 5:1 Strategy</p> <p>Teachers know which of their students are their Focus 5</p>		<p>Admin. Team</p> <p>PBIS Team</p> <p>SIP/BLT Team</p> <p>Deep Equity Team</p>	<p>PD - Building 28 Hours <i>(see calendar below for specific dates and hours)</i></p> <p>Review Ch. 7 in “Culturally Responsive Teaching in the Brain” by Zaretta Hammond</p>

SIP Template

<p>Teachers establish positive relationships with Focus 5 families/students by calling home for each of their Focus 5 once before school starts</p> <p>Teachers understand how to use the PBIS App to track the use of positive reinforcements</p> <p>Teachers understand how the PBIS App functions as a student reward system</p>			<p>Introduction to the Focus 5 and Positive 5:1 Strategy</p> <p>Introduction to the PBIS App</p>
<p><i>September-Mid-November</i></p> <p>Teachers implement the Positive 5:1 Strategy for all students</p> <p>Teachers track positive reinforcements for the Focus 5 in the PBIS App</p> <p>Teachers support and utilize the student reward system (PBIS App)</p> <p>Teachers contact Focus 5 families two times a month</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention:</p> <ul style="list-style-type: none"> -Attendance Data -Behavioral Referral Data -Grade Distribution (<i>1st Quarter ends Nov. 6th</i>) -PBIS App data <p>Fall ELA & Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p>	<p>Admin. Team PBIS Team SIP/BLT Team Deep Equity Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the PBIS App and reward system</p> <p>Implementation of the Focus 5 and Positive 5:1 protocol</p>
<p><i>Mid-November- January</i></p> <p>Teachers implement the Positive 5:1 Strategy for all students</p> <p>Teachers track positive reinforcements for the Focus 5 in the PBIS App</p> <p>Teachers support and utilize the student reward system (PBIS App)</p> <p>Teachers contact Focus 5 families two times a month</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention:</p> <ul style="list-style-type: none"> -Attendance Data -Behavioral Referral Data -Grade Distribution (<i>2nd Quarter ends January 29th</i>) -PBIS App Data <p>Winter ELA & Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in</p>	<p>Admin. Team PBIS Team SIP/BLT Team Deep Equity Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p>

SIP Template

	<p>comparison to winter and spring diagnostics</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>		<p>Celebrate Success</p>
<p><i>February-April</i></p> <p>Teachers implement the Positive 5:1 Strategy for all students</p> <p>Teachers track positive reinforcements for the Focus 5 and all students in the PBIS App</p> <p>Teachers support and utilize the student reward system (PBIS App)</p> <p>Teachers contact Focus 5 families two times a month</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tiered intervention:</p> <ul style="list-style-type: none"> - Attendance Data - Behavioral Referral Data - Grade Distribution (<i>3rd Quarter ends April 16th</i>) - PBIS App Data <p>Spring Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative data from fall to winter, monitor and adjust systems and instruction</p>	<p>Admin. Team PBIS Team SIP/BLT Team Deep Equity Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>
<p><i>April-June</i></p> <p>Teachers implement the Positive 5:1 Strategy for all students</p> <p>Teachers track positive reinforcements for the Focus 5 and all students in the PBIS App</p> <p>Teachers support and utilize the student reward system (PBIS App)</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention:</p> <ul style="list-style-type: none"> - Attendance Data - Behavioral Referral Data - Grade Distribution (<i>4th Quarter ends June 25th</i>) - PBIS App Data 	<p>Admin. Team PBIS Team SIP/BLT Team Deep Equity Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area</p>

SIP Template

<p>Teachers contact Focus 5 families two times a month</p> <p>SIP and PBIS Team reflect on the implementation process, make necessary modifications to the system for the next school year, and celebrate success.</p>	<p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Based on data analysis determine students needing summer school</p>		<p>of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of end-of-year data for evidence of impact</p> <p>Celebrate Success</p>
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Implement culturally relevant behavioral interventions and consistent parent communication to make the school environment culturally inviting.</p>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Teachers understand the importance of culturally relevant behavioral interventions</p> <p>Teachers understand the necessary protocol and procedures for “Hallway Huddles”</p>		<p>Admin. Team PBIS Team SIP/BLT Team Discipline Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Review Ch. 7 in “Culturally Responsive Teaching in the Brain” by Zaretta Hammond</p> <p>Introduction to the “Hallway Huddle” protocol</p>
<p><i>September-Mid-November</i></p> <p>Teachers implement “Hallway Huddles”, if needed, the Discipline Team models the process with the teacher present</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention:</p> <ul style="list-style-type: none"> -Attendance Data -Behavioral Referral Data -Grade Distribution (<i>1st Quarter ends Nov. 6th</i>) -PBIS App data <p>Fall ELA & Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p>	<p>Admin. Team PBIS Team SIP/BLT Team Discipline Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Implementation of the “Hallway Huddle” protocol</p>

SIP Template

<p><i>Mid-November- January</i></p> <p>Teachers implement “Hallway Huddles”, if needed, Discipline Team coaches teachers through the process</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention:</p> <ul style="list-style-type: none"> - Attendance Data - Behavioral Referral Data - Grade Distribution (<i>2nd Quarter ends January 29th</i>) - PBIS App Data <p>Winter ELA & Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>	<p>Admin. Team PBIS Team SIP/BLT Team Discipline Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Celebrate Success</p>
<p><i>February-April</i></p> <p>Teachers implement “Hallway Huddles”, if needed, Discipline Team observes and provides feedback at a later time</p>	<p>The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tiered intervention:</p> <ul style="list-style-type: none"> -Attendance Data -Behavioral Referral Data -Grade Distribution(<i>3rd Quarter ends April 16th</i>) -PBIS App Data <p>Spring Math iReady - The fall diagnostic is the baseline data used to measure student achievement growth in comparison to winter and spring diagnostics</p> <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p> <p>Mid-Year Data Review (Feb. 24th): Analysis of comparative</p>	<p>Admin. Team PBIS Team SIP/BLT Team Discipline Team</p>	<p>PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>)</p> <p>Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams.</p> <p>Presentation of mid-year data for evidence of impact (Feb. 24th)</p> <p>Celebrate Success</p>

SIP Template

	data from fall to winter, monitor and adjust systems and instruction		
<i>April-June</i> Teachers implement “Hallway Huddles” independently	The following data is analyzed and reviewed to determine PD to support staff and monitor student impact and identify students for tier intervention: <ul style="list-style-type: none"> -Attendance Data -Behavioral Referral Data -Grade Distribution (<i>4th Quarter ends June 25th</i>) -PBIS App Data <p>SIP Teacher Survey - SIP Systems Check</p> <p>SIP Student Survey - SIP System Check</p>	Admin. Team PBIS Team SIP/BLT Team Discipline Team	PD - Building 28 Hours (<i>see calendar below for specific dates and hours</i>) Based on the Plan, Do, Check, Adjust continuous improvement system, at this point PD will be based on the area of most need as established by an analysis of the evidence of impact by the identified leadership teams. Presentation of end-of-year data for evidence of impact Celebrate Success
Alignment to District Improvement:			

Implementation and PD Calendar – SWT 2 & 3/LAP

Implementation and PD Calendar for 2020 - 21

Month	Building 28+6 principal’s hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title/LAP Resources
June					
August	2 days - TBD 15 hrs Implementation: SIP Systems (AVID & PBIS)		BLT Retreat		PBIS Retreat (4-Part) AVID Retreat (4-Part)
September	9/23 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	9/2, 9/14, 9/28	9/11, 9/18, 9/25		New Teacher Meeting 9/16, 9/30
October	10/21 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	10/5, 10/12, 10/19, 10/26	10/2, 10/23		New Teacher Meeting 10/14, 10/28

SIP Template

November	11/4 - Book Study 2 Principal hrs	11/9, 11/16, 11/23, 11/30	11/6, 11/20		"Book Title" (Asynchronous Google Class Assignment) New Teacher Meeting 11/11, 11/25
December	12/9 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	12/7, 12/14	12/4, 12/18		New Hire Meeting 12/2, 12/16
January	1/13 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	1/4, 1/11, 1/25	1/15, 1/29		New Teacher Meeting 1/6, 1/20
February	2/3 - Book Study 2 Principal hrs 2/24 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	2/8, 2/22	2/12, 2/26		"Book Title" (Asynchronous Google Class Assignment) New Teacher Meeting 2/10, 2/23
March	3/17 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS) 3/30 - Book Study 2 Principal hrs	3/1, 3/15, 3/22, 3/29,	3/12, 3/26		"Book Title" (Asynchronous Google Class Assignment) New Teacher Meeting 3/24
April	4/14 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	4/12, 4/19, 4/26	4/16, 4/30		New Teacher Meeting 4/21
May	5/12 - 1.5 Bldg hrs Monitor/Adjust: SIP Systems (AVID & PBIS)	5/3, 5/17, 5/24	5/14, 5/28		New Teacher Meeting 5/19
June	6/16 - 1.5 Bldg hrs Celebrate & Review: SIP Systems (AVID & PBIS)	6/7, 6/14, 6/21	6/11		New Teacher Meeting 6/9

Budget – SWT- 4/LAP

Insert Budget Page here.

