

School Improvement Plan 2020-2021

FAIRVIEW MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS (ELA)

6TH GRADE

<p>All Students Goal: 80% of all students passing ELA class</p>	<p>Gap-Closing Goal for African American Students: 85% of students passing ELA</p>
<p>STAR BASELINE DATA (All Students) 155 of 177 assessed = 87 % participation 58% At/Above Proficiency</p> <p>Baseline Passing ELA 121 of the 177 students are passing ELA = 68%</p>	<p>STAR BASELINE DATA (African American Students) 5 of 8 assessed = 62% participation 40% assessed scored At/Above benchmark (24 students designated as 2 or more races were not captured in these data)</p> <p>Baseline Passing ELA Of 8 AA students - 3 of the 8 are passing ELA = 38% Of 24 2+ Races students - 12 of the 24 have are passing ELA = 50%</p>

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
STAR Assessment as a diagnostic and benchmark tool to determine supports	Fall, Winter and Spring	ELA Teachers SpED & Reading Intv. Teachers Administration	STAR data reports PLC time	STAR reports
PLC Focus = Data Analysis Regular grade level PLC Meetings. PLC teams constantly measure effectiveness, and respond collectively when students don't learn.	Ongoing	ELA Teachers SpED & Reading Intv. Teachers Administration	PLC agenda / minutes Individual teacher planning/prep time PowerSchool Google Classroom	Attendance data Coursework / assignment completion data "I" list
Adjusting Content / Instruction Responding to student and parent feedback around Google Classroom, learning template and virtual learning in general	Ongoing	ELA Teachers SpED & Reading Intv. Teachers	Jeff Utecht training Continual inspection and reflection around Virtual Learning and delivery	Student feedback - from conferences and from regular exit tickets

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Targeted Support / outreach Email, google Meet, phone calls with those students who need 1:1 re-teaching and support	Ongoing / as needed	ELA Teachers SpED & Reading Intv. Teachers	Time for connection with students and families Prep time for individualized videos and re-teaching	“I” list Work completion rates
Targeted tutoring - 1:1 Small groups = content specific	Ongoing	Teachers / paras (resource, DLP, EL)	Time for Meets Prep time for paras for accommodating / modifying content if needed	Work completion and grades for those students involved in 1:1 or small group tutoring
Family Engagement <ul style="list-style-type: none"> • Teachers send students and families notifications and/or reminders about coursework or assignment due dates • Admin / counselors have regular check-ins with Tler II families • Possible Strengthening Families grant (w/PCH) 	Ongoing	ELA Teachers Counselors Administration PCH staff SAP	PLC time PowerSchool Google Classroom	Attendance data Coursework / assignment completion data

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MATH 6TH GRADE

All Students Goal:
80% of all 6th grade students passing Math class

Gap-Closing Goal for African American Students:
85% of students passing Math class

STAR BASELINE DATA (All Students)
158 of 177 assessed = 89% participation
29 % At/Above Proficiency

STAR BASELINE DATA (African American Students)
7 of 8 assessed = 86 % participation
28% at / above proficiency
(24 students designated as 2 or more races were not captured in these data)

Passing Math
126 of the 177 students are passing Math = 71%

Passing Math
Of 8 AA students - 4 of the 8 are passing Math = 50%
Of 24 2+ Races students - 14 of the 24 have are passing Math = 58%

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
STAR Assessment as a diagnostic and benchmark tool to determine supports	Fall, Winter and Spring	Math Teachers Administration	STAR data reports PLC time	STAR participants report
PLC Focus = Data Analysis Monthly grade level PLC Meetings. PLC teams constantly measure effectiveness, and respond collectively when students don't learn.	Ongoing	6-8 Math Teachers Administration	PLC agendas / minutes Individual teacher planning/prep time PLC time Google Classroom	Attendance data Coursework / assignment completion data
Math support classes Math Focus Essentials	Ongoing	Support class teachers	Envision Curriculum, STAR data, Fluency practice, slower pace as appropriate, reteaching materials, smaller class size	STAR test data, summative data within class period and units, anecdotal teachers observation re: level of math understanding;

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Targeted Support / outreach Email, google Meet, phone calls with those students who need 1:1 re-teaching and support</p>	Ongoing/ as needed	Math teachers	Time for connection with students and families Prep time for individualized videos and re-teaching	"I" list Work completion rates
<p>Targeted tutoring - 1:1 Small groups = content specific</p>	Ongoing	Teachers / paras (resource / DLP / EL)	Time for Meets Prep time for paras for accommodating / modifying content if needed	Work completion and grades for those students involved in 1:1 or small group tutoring
<p>Family Engagement</p> <ul style="list-style-type: none"> • Teachers send students and families notifications and/or reminders about coursework or assignment due dates as well as ongoing opportunities for support • Admin / counselors have regular check-ins with Tier II families • Possible Strengthening Families grant (w/PCH) 	Ongoing	Math Teachers Administration	PLC time PowerSchool Google Classroom	Attendance data Coursework / assignment completion data

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SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

All Students Goal:

90% of all students will engage in classwork

Gap-Closing Goal for African American Students

95% of students will engage in classwork

Q1 BASELINE DATA - 177 students (All Students)

56 students have an Incomplete in ELA = 32%
51 students have an Incomplete in Math = 29%

Q1 BASELINE DATA - 24 students of 2+ races (includes AA students)

12 have an incomplete in ELA = 50%
10 have an incomplete in Math = 42%

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Website + Remote Learning Site Includes pertinent information for connecting with and keeping students engaged	Ongoing	webmaster Administration	Promote initial “connection” w/ school; samples schedule, Google classroom for parent tips etc.	Anecdotal → Office Team feedback re: themes in parent phone calls (weekly list updates)
Family Newsletters Update parents on next practices, how to help students check “to do” list, supports in community and through school (i.e. tutoring)	Ongoing	Principal	School website School Messenger ENews	Anecdotal - response from parents / PTA meeting discussions
Social Media Facebook / Instagram Online engagement with students/families - spirit weeks, daily announcements, daily reminders re: schedule of Meets	Daily Weekly	Administration Counselors Webmaster	Schedule of events Planning time (for videos, graphics etc.)	Facebook & Instagram data People Reached Comments

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Connection Conferences 1:1 support for accessing Google Classroom, Google Meets & Learning Plans Can include home visitations = with any student showing need</p>	<p>As needed By appointment</p>	<p>Media Specialist Counselors Office staff Security staff Administration</p>		<p>Parent/student express reduced feelings of worry, stress, anxiety about remote learning. Individual student attendance/academic data</p>
<p>Parent-Teacher Conferences Student led conferences focused on = “What do I need to be successful?”</p>	<p>Ongoing = as needed October 21-23</p>	<p>All Teachers Administration (ongoing) Falcon Focus Teachers (October)</p>	<p>Conducted via Zoom or Google Meet</p>	<p>October Conferences - attendee data Monthly Attendance Data</p>
<p>Weekly Student List updates Shared student list updated weekly with information that informs all teachers of specific needs of individual students</p>	<p>Ongoing / weekly</p>	<p>Falcon Focus teachers All staff</p>	<p>Time to connect with students and families Time to update lists</p>	<p>Awareness of staff re: student and family needs and context and adjustment of instruction to that need</p>
<p>Support for EL Students ELD teacher + EL para check-in with students and their teachers Weekly Meets per grade and content to support work completion Weekly Meets with interested parents to understand Google Classroom processes better</p>	<p>Ongoing</p>	<p>ELD Specialist EL para Administration</p>	<p>EL Student List Time for additional Meets</p>	<p>Student work completion and engagement in G-Meets & grades Attendance data Parent feedback re: confidence in navigating Google suite</p>

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Universal Supports Screener</p>	<p>Fall Winter Spring</p>	<p>Principal Problem-Solving Team</p>	<ul style="list-style-type: none"> • Overview training during staff meeting on 10/28 • Staff PD on administration of screener • Google Form (district-provided) • Weekly time to track success of interventions 	<p>Problem-Solving Team</p> <ol style="list-style-type: none"> 1. Reviews rating results 2. Ranks students according to need 3. Determines next steps for individuals, and/or 4. Determines next steps for groups 5. Meets weekly to monitor student attendance and engagement
<p>SEL Curriculum (Second Step) Tier 1 SEL support</p>	<p>Ongoing Weekly</p>	<p>Falcon Focus Teachers Counselors Administration</p>	<p>Second Step Curriculum SEL lessons</p>	<p>Anecdotal Increase in positive student behavior during Google Meets Attendance Data Increase in student engagement Academic Data Improved work completion rate</p>
<p>Tier 2 / 3 Supports</p> <ul style="list-style-type: none"> • Student Assistance Professional - (OESD) works with small groups & 1:1 to support SEL health • School-based Health Clinic - Peninsula Community Health - provides primary care and behavioral health care to students and families 	<p>Ongoing</p>	<p>SAP PCH staff</p>	<ul style="list-style-type: none"> • Needs assessment data • Access to student information via referrals from staff / counselors • Ongoing meetings with school staff to coordinate services and outcomes 	<p>Student attendance data Work completion rates # of referrals for behavioral health</p>