

## Oregon School Continuous Improvement Plan

School Year	2019-20 <i>Updated for 21-22</i>
School	White Mountain Middle School

### School Direction Section

Vision	The mission of White Mountain Middle School is to prepare every student, in every class, every day to be a self-directed lifelong learner, a productive worker, and a responsible contributing member of society."
Mission	Your Future is Created by What You Do Today, Not Tomorrow

#### Comprehensive Needs Assessment Summary

*What data did our team examine?* We analyzed in-program core assessments, benchmark data , YouthTruth Survey data, ORIS needs assessment, attendance data and SWIS data.

*How did the team examine the different needs of all learner groups?* When we analyze all of our data, we pull subgroup data (Hispanic, Special Ed, Dual Identified, Mikenney Vento, and Migrant) to look for trends, achievement gaps, and special needs each group has and how to best support them academically and socially.

*How were inequities in student outcomes examined and brought forward in planning?* We looked at all students' performance across all content areas.

*What needs did our data review elevate?* We need to continue our focus on Academic Language in Mathematics to close the achievement gap between subgroups and our general population. Sped and Active ELD vs. Non Sped/Non ELD

*How were stakeholders involved in the needs assessment process?* Representatives from every grade level, classified staff, instructional coach and the building administrator are represented in our School Leadership Team. The SLT took the ORIS Needs Assessment, analyzed the results and created our plan.

*Which needs will become priority improvement areas? (Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.)*

1. Improve the use of Academic Language in Mathematics to increase student achievement in mathematics.
2. Strengthen our core academics (Math, ELA, Science, Social Studies) through quality, aligned curriculum, embedded use of language supports and intentional planning and delivering of effective lessons.
3. Increase use of PBIS by all staff members and provide social, emotional, and behavioral supports for all students.

#### Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	<p>All limited English proficient students will demonstrate growth in mathematics as measured by the percentage of problems answered correctly on the Evaluate Math assessment.</p> <p><i>Schools were shut down due to covid in March, changing how we finished out the school year. Additionally, our district stopped using Evaluate in 2020.</i></p> <p><b>Updated Goal:</b> By Spring of 2022, WMMS will demonstrate growth in Math achievement as measured by the percentage of students meeting or exceeding on the district benchmarking assessment.</p>		
Metrics	By (year)	By (year)	By (year)

	By 2020, the percent of questions answered correctly by LEP students on Evaluate in grades 6-8 will increase by 18% in each skill set.	<p>By 2021, the percent of questions answered correctly by LEP students on Evaluate in grades 6-8 will increase by 22% in each skill set.</p> <p><b>Update:</b> By 2021, the percent of LEP students at or above benchmark will increase by 10% from fall to spring.</p>	<p>By 2022, the percent of questions answered correctly by LEP students on Evaluate in grades 6-8 will increase by 25% in each skill set.</p> <p><b>Update:</b> By 2022, the percent of LEP students at or above benchmark will increase by 15% from fall to spring.</p>
Goal 2	By Spring of 2022, WMMS will demonstrate growth in Reading achievement, as measured by the percentage of students meeting or exceeding on the district benchmark assessment.		
Metrics	By (year)	By (year)	By (year)
	By 2021, the percent of LEP students at or above benchmark will increase by 10% from fall to spring.	By 2021, the percent of LEP students at or above benchmark will increase by 10% from fall to spring.	By 2022, the percent of LEP students at or above benchmark will increase by 15% from fall to spring.

#### Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
AVID	AVID helps students become college and career ready.
Constructing Meaning	

## Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

<b>District or School Goal this strategy supports</b>	<p><b>Goal 1:</b> All limited english proficient students will demonstrate growth in mathematics.</p> <p>By June 2020, the percentage of problems answered correctly as measured by the Evaluate Math assessment by LEP students in grades 6-8 will increase by 18% in each skill set.</p> <p>2018-19 Evaluate Active LEP Math Data:</p> <ul style="list-style-type: none"> <li>● Skill Set 1: Sept - % of problems correct = 13% May - % of problems correct = 25%</li> <li>● Skill Set 2: October - % of problems correct = 9% April - % of problems correct = 20%</li> </ul>			
<b>What are we going to do?</b>	<p>Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p><b>If</b> we provide resources and effective professional learning supports aligned to standards-based instruction,</p> <p><b>Then</b> teachers will implement a variety of effective research- based practices, improving instruction on a regular basis</p> <p><b>And</b> student outcomes for growth and achievement will improve.</p>		
<b>How we will know the plan is working?</b>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p> <p><b><u>Establish the use of 4 high leverage essentials in EVERY classroom:</u></b></p> <p>1) Posted Learning and Language Targets</p>	<p><b>Fall</b></p> <p>Teacher lesson plans - <a href="#">ALIM Skills</a> <a href="#">Progression</a></p> <p>Classroom Observations</p> <p>Administrators use agreed upon Observation Tool to conduct walkthroughs, collecting composite data on the use of the 4</p>	<p><b>Winter</b></p> <p>Teacher lesson plans <a href="#">ALIM Skills</a> <a href="#">Progression</a></p> <p>Classroom Observations</p> <p>Administrators use agreed upon Observation Tool to conduct walkthroughs, collecting composite data on the use of the 4 high leverage</p>	<p><b>Spring</b></p> <p>Teacher lesson plans <a href="#">ALIM Skills</a> <a href="#">Progression</a></p> <p>Classroom Observations</p> <p>Administrators use agreed upon Observation Tool to conduct walkthroughs, collecting composite</p>

	<p>2) Delivering instruction using student engagement strategies based on language needs</p> <p>3) Embed intentional structured student talk opportunities into lesson delivery</p> <p>4) Backwards lesson design based to include language scaffolding</p>	high leverage essentials with 60% fidelity.	essentials with 75% fidelity.	data on the use of the 4 high leverage essentials with 90% fidelity.
	Measures of Evidence for Students (“and” statement)	<b>Fall</b> <ul style="list-style-type: none"> <li>• Evaluate Data</li> <li>• Student Evidence: video, audio, written work, etc.</li> <li>• Teacher observations</li> <li>• Glencoe Math Assessments (Performance tasks)</li> <li>• Formative Assessments</li> </ul>	<b>Winter</b> <ul style="list-style-type: none"> <li>• Evaluate Data</li> <li>• Student Evidence: video, audio, written work, etc.</li> <li>• Teacher observations</li> <li>• Glencoe Math Assessments (Performance tasks)</li> <li>• Formative Assessments</li> </ul>	<b>Spring</b> <ul style="list-style-type: none"> <li>• Evaluate Data</li> <li>• Student Evidence: video, audio, written work, etc.</li> <li>• Teacher observations</li> <li>• Glencoe Math Assessments (Performance tasks)</li> <li>• Formative Assessments</li> </ul>
<b>How we will get the work done?</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/Coach Team	1. ALIM: Provide training in Academic Language in Math (ALIM) for teachers, Instructional Coach and Administrator.		June 2020
	Principal/Coach Team	2. CM Initial Training: Provide Secondary Constructing Meaning training for 2 Science teachers and 1 Language Arts teacher.		June 2020
	Instructional Coach	3. CM Boosts: Provide 4 Constructing Meaning Boosts for 2 Language Arts teachers and 2 Social		June 2020

		Studies teachers. This will take place in conjunction with the high school.	
	Principal/ELD Teacher	4. PD for ELD Teacher: Conduct site visits for secondary teacher to observe ELD classrooms across our valley.	June 2020
	Principal/Coach Team	5. AVID Academic Language Acquisition: Provide ongoing monthly professional development on the use of academic language across all content areas.	June 2020
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	____ Leadership <u>X</u> Talent Development ____ Stakeholder Engagement and Partnership <u>X</u> Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District or School Goal this strategy supports</b>	Goal 2: By Spring of 2022, WMMS will demonstrate growth in Reading achievement, as measured by the percentage of students meeting or exceeding on the district benchmark assessment.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action	If we purposefully and effectively incorporate AVID and Constructing Meaning best practice strategies into our bi-monthly professional development, then staff will embed these strategies into their lesson design, and students will be more successful in all content classes and will demonstrate growth on benchmark assessments.		
<b>How we will know the plan is working?</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall <ul style="list-style-type: none"> <li>● PD offerings</li> <li>● Classroom Observations</li> <li>● CCI Rating</li> <li>● Lesson Design</li> </ul>	Winter <ul style="list-style-type: none"> <li>● PD offerings</li> <li>● Classroom Observations</li> <li>● CCI Rating</li> <li>● Lesson Design</li> </ul>	Spring <ul style="list-style-type: none"> <li>● PD offerings</li> <li>● Classroom Observations</li> <li>● CCI Rating</li> <li>● Lesson Design</li> </ul>
	Measures of Evidence for Students ("and" statement)	Fall <ul style="list-style-type: none"> <li>● Content specific assessments</li> <li>● Progress Monitoring</li> </ul>	Winter <ul style="list-style-type: none"> <li>● Content specific assessments</li> <li>● Progress Monitoring</li> </ul>	Spring <ul style="list-style-type: none"> <li>● Content specific assessments</li> <li>● Progress Monitoring</li> </ul>
<b>How we will get the work done?</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/Coach Team	1. Data collection from classroom observations.		Yearly by June

	Leadership/AVID Team	2. PD planning and delivery of AVID and CM strategies.	Ongoing Sept - June
	Teacher PLCs	3. Data analysis, including progress monitoring.	Ongoing Oct - June
	Leadership/AVID Team	4. Evidence collection for AVID CCI.	By May 1st
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

## School Plan Self-Monitoring Routines

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

### Monitoring 2020-21 MOY

<b>Performance Updates</b>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	02/15/2021	1.1 Math and 2.1 Reading	Winter Benchmarking Data for Math and Reading Change in Benchmark Math = 6th grade +4% 7th grade -10% 8th grade -2% Change in Benchmark Reading = 6th grade +4% 7th grade +3% 8th grade +7%	Comprehensive Distance Learning is not working for our population. Our attendance is lower than normal which means we have lots of students missing instruction in both reading and math. It's also more difficult to differentiate instruction through zoom and we are not offering interventions	We will offer online homework help and tutoring starting after spring break.	Teachers are available to help students during office hours, but not many are participating.

**EOY 20-21**

<b>Performance Updates</b>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	06/15/2021	1.1 Math	Winter Benchmarking complete. Green Zone Data: 6th Grade Winter = 14% Spring = 20% 7th Grade Winter = 18% Spring = 17% 8th Grade Winter = 33% Spring = 30%	Even though our green zones did not increase for all grade levels, our red zones did shrink which means our kiddos are making progress.	We will be more consistent with assessment next year, hopefully we will be able to be in the building and not doing CDL. This will also provide our students with more instructional hours.	We need after school tutoring and more focused interventions such as math lab.
	02/15/2021	2.1 Reading	Winter Benchmarking complete. Green Zone Data: 6th Grade Winter = 25% Spring = 22% 7th Grade Winter = 30% Spring = 26% 8th Grade Winter = 36% Spring = 35%	Even though our green zones did not increase for all grade levels, our red zones did shrink which means our kiddos are making progress.	We will be more consistent with assessment next year, hopefully we will be able to be in the building and not doing CDL. This will also provide our students with more instructional hours.	We need to add Literacy back to our master schedule next school year and provide reading interventions.

**Monitoring 2021-22**

**BOY**

<b>Performance Updates</b>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	09/28/2021	1.1 Math and 2.1 Reading	Fall Benchmarking Data for Math and Reading Completion Rates: Math = 98.1% Reading = 95.6%	We have several students on quarantine and might not be able to complete their testing by Oct. 1st	I will call home tomorrow and set up a Zoom session to finish testing QRT students.	Pulling kiddos to test during DEN so we don't waste instructional time.

**MOY 21-22**

<b><i>Performance Updates</i></b>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

**EOY 21-22**

<b><i>Performance Updates</i></b>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?