School Theory of Action/Target Area

Introduction:
Based on a study by the Achievement Gap Initiative at Harvard University, the staff of Mountlake Terrace HIgh School has begun a study of factors that increase a student's sense of Agency. Agency is defined as the ability to work with purposeful initiative--the opposite of helplessness. Students who have a well developed sense of Agency display increased punctuality, good conduct, high effort, seek help, and are often described as conscientious.   Students who lack a sense of Agency tend to fake effort, avoid trying, give up when work is hard, and avoid help. The staff of Mountlake Terrace High School recognizes that helping students to develop a sense of Agency will help raise motivation and engagement in classes and lead to a number of measurable desired outcomes.

IF TEACHERS AND ADMINISTRATORS LEARN ABOUT AND IMPLEMENT EXPLICIT STRATEGIES TO INCREASE STUDENT AGENCY, THEN STUDENTS WILL LEARN AT HIGHER RATES AS MEASURED BY POSITIVE IMPROVEMENTS IN ATTENDANCE DATA, DISCIPLINE DATA, GRADE DATA, AND ON TIME GRADUATION RATE DATA BECAUSE STUDENTS WILL PRESENT AND MOTIVATED TO SUCCEED.

Whole School Achievement Goal- As a result of this action:
Compared to all course grades earned in MTHS courses for the 2017-18 school year in, MTHS students will improve their course grades earned in all classes as measured by GPA and course failure rate data for students in all classes. Students will also be better prepared to achieve higher scores on the SBA exams in ELA and Math. Students will have better attendance, reducing the number of chronically absent students. Students will be better behaved, resulting in fewer school removals.

Achievement Gap:
Ø Measurement/Assessment:

Data from Edmonds School District 15's Key Performance Indicators, and internal sources:

Student Group	*Current % Successful*	*Goal % Successful*
Comparison Group A **Special Education Students** **(Close gaps by 20%** **More than All Student** **Growth)**	2018 GPA =2.22 Failure Rate = 13.45% SBA ELA = 61.76% SBA Math = 16.00% %w/o suspension = 95.48% >90% attendance = 53.54%	2019 GPA Goal = 2.36 Failure Rate Goal = 8.96% SBA ELA = 68.63% SBA Math = 32.24% % w/o suspension = 96.50% >90% attendance = 65.51%
Comparison Group B **ELL Students** **(Close gaps by 20%** **More than All Student** **Growth)**	2018 GPA = 2.55 Failure Rate = 9.18% SBA ELA = 26.66% SBA Math = 23.07% %w/o suspension = 97.67%	2019 GPA Goal = 2.65 Failure Rate Goal = 6.15% SBA ELA = 40.55% SBA Math = 37.90% % w/o suspension = 98.00%

	>90% attendance = 63.52%	>90% attendance = 73.65%
Comparison Group C F/R Lunch Students (Close gaps by 20% More than All Student Growth)	2018 GPA = 2.57 Failure Rate = 7.55% SBA ELA = 67.39% SBA Math = 38.75% %w/o suspension = 96.66% >90% attendance =51.67%	2019 GPA Goal = 2.69 Failure Rate Goal = 7.00% SBA ELA = 73.34% SBA Math = 50.44% % w/o suspension = 97.50% >90% attendance = 64.18%
All Students	2018 GPA = 2.93 Failure Rate = 5.51% SBA ELA = 86.11% SBA Math = 52.24% % w/o suspension = 97.30% >90% attendance = 65.20%	2019 GPA Goal = 2.95 Failure Rate = 4.5% SBA ELA = 88.5% SBA Math = 61.97% % w/o suspension = 98.00% >90% attendance = 75.00%

Strategic Direction Focus Areas:
You may choose to select one or more of the other options in addition to Effective Learning for All Students.
X Effective Learning for All Students
☐Equity of Opportunity
☐P-3rd Grade Early Learning
X Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:
1.   Students meeting or exceeding grade level standards in all high school courses, especially Math, Science, Language Arts and Social Studies, and showing growth over time
2.   Percentage and proportionality of 9th-12th graders on track for graduation
·   % of 9th graders with at least 5 credits by the end of the year
·   % of 10th graders with at least 10 credits by the end of the year
·   % of 11th graders with at least 16 credits by the end of the year
·   % of 12th graders with at least 22 credits by the end of the year
·   % of 9th graders who have completed Algebra 1 by the end of the year
3.   Suspension/Expulsion Rates
4.   Attendance Rates

School Vision/Mission:

At Mountlake Terrace High School, our motto is, "To be, not to seem".   We believe in teaching students to be truly ready for their post-high school aspirations— not students who seem ready. We believe we are the kind of school were all students learn at very high levels and students who need extra time, attention and support are provided with the resources they need to learn. We believe in and honor the diversity of our students and staff and we seek to create a climate where all can find acceptance and belonging. We believe in creating a school community that is safe for all who come here.
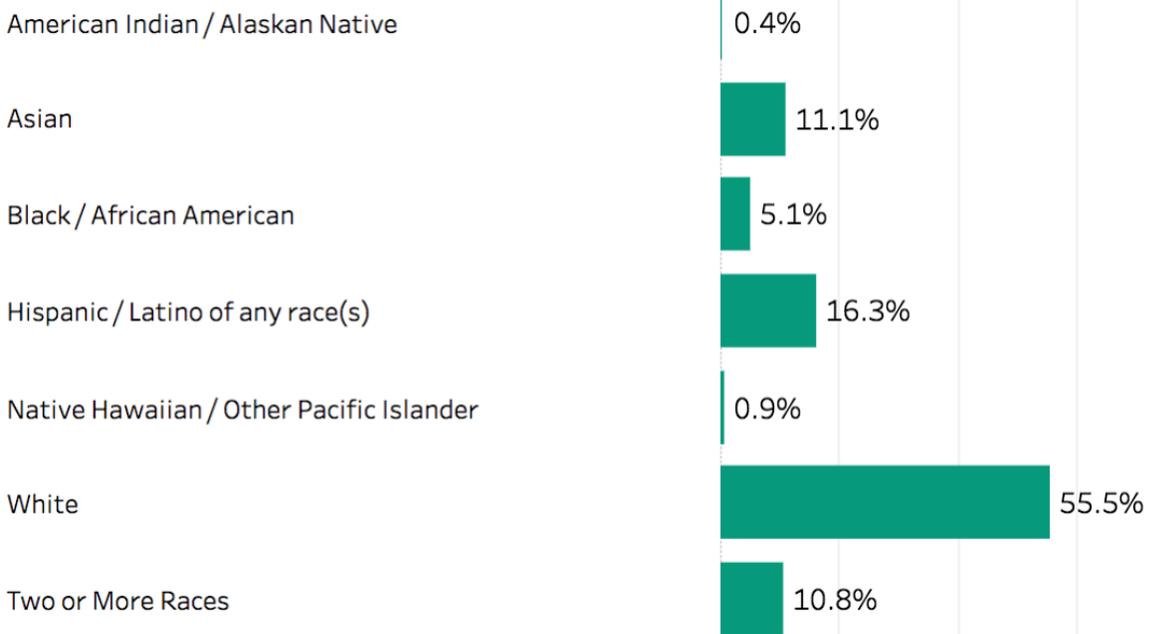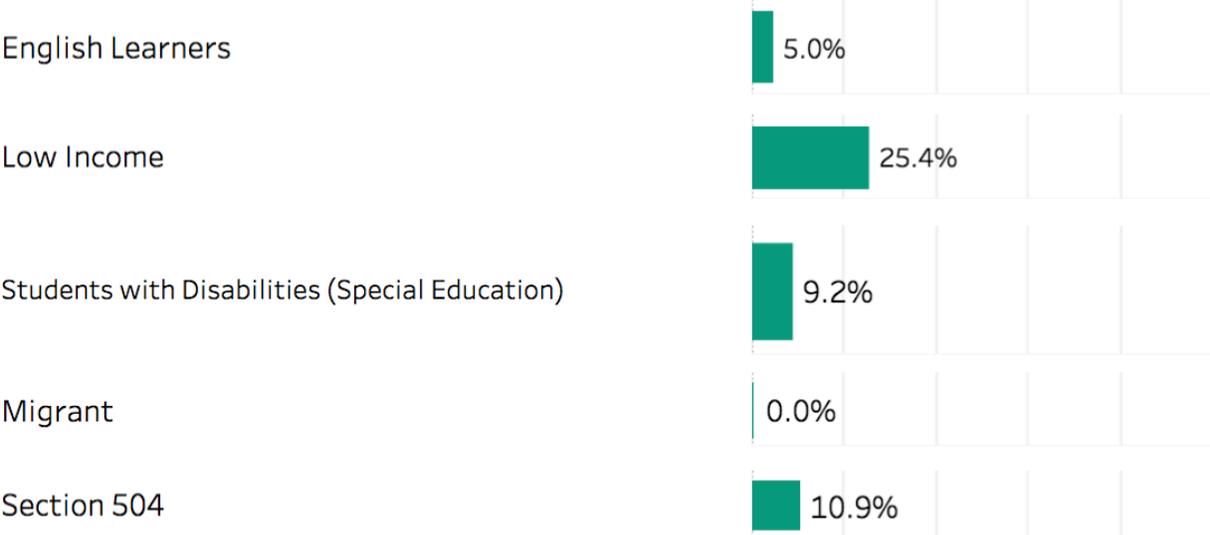
School Demographics:

Enrollment

October	1,363
May	1,310

Gender (Percent of October Enrollment)

Female	46.7%
Male	53.3%

Race/Ethnicity (Percent of October Enrollment)

American Indian / Alaskan Native	0.4%
Asian	11.1%
Black / African American	5.1%
Hispanic / Latino of any race(s)	16.3%
Native Hawaiian / Other Pacific Islander	0.9%
White	55.5%
Two or More Races	10.8%

Special Programs (Percent of May)

English Learners	5.0%
Low Income	25.4%
Students with Disabilities (Special Education)	9.2%
Migrant	0.0%
Section 504	10.9%

Other Measures

Class of 2017, 4-Year Graduation Rate (%)	88.2%
Class of 2016, 5-Year Graduation Rate (%)	95.1%
Unexcused Absence Rate	
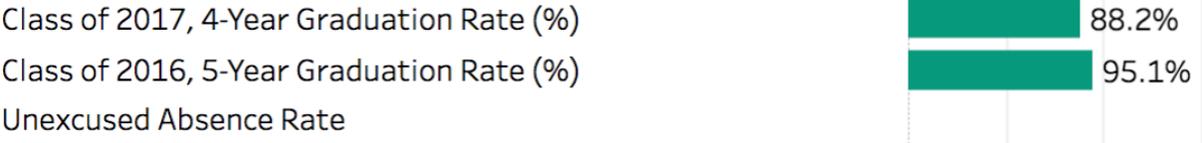
Parent, Family, and Community Involvement in this Plan:

SIP is reviewed by PTA membership in September of the new school year
SIP is published on school website

Review and Analysis of Data:
Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

X State Assessments
☐District Assessments
☐School Assessments
☐Classroom Assessments
☐SAT/ACT
☐AP/IB/CHS/Tech Prep

☐CTE Industry Certification
Ⅹ Graduation Rate
Ⅹ Attendance Data
Ⅹ Other: grades earned in all courses by MTHS students
Ⅹ Discipline Data
Ⅹ Staff Perceptual Data
Ⅹ Student Perceptual Data
☐Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

·   Whole school GPA increased from 2.92 to 2.93
·   ELL students increased GPA for the second year in a row, rising from 2.47 to 2.55
·   Participation in SBA Exams increased for the second year in a row and SBA Math scores increased.

Prioritized areas of opportunity or greatest challenge based on the data:

1.   Significant numbers of students continue to engage in behaviors that result in discipline referrals. Students generated a total of 1859 referrals for behavior incidents in 2017-18
2.   Learning Support student GPA decreased for the second year in a row, dropping from 2.37 to 2.22 in 2017-18
3.   There continue to be significant gaps between whole school and target populations for GPA, failure rate and SBA scores
4.   From the 2017-18 student climate survey 27.46% of students disagreed or   strongly disagreed that adults will listen and be fair to them
5.   Attendance data from 2017-18, showed that 34.8% of MTHS students were defined as "chronically absent"--they missed at least 10% of classes.

State Participation Rate: 95% participation required

ð **Area of Strength (95% or more participation)** Target met for SBA ELA	ð **Area of Opportunity (less than 95% participation)** Target not met for SBA Math
Students in the class of 2018 are the final group at MTHS who can meet the Math standard using either the EOC or the SBA. We develop a communication plan to stress the importance and value for students in taking the SBA, not only for meeting graduation requirement	

standard, but for the post-high school opportunities that meeting the CCR cut score will provide for students.

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

2018-19 Grade Level/Department/Team: Social Studies Department

Goal: Between September and May, students will analyze appropriate evidence in informational text* to support a thesis within an essay, presentation, debate, discussion and/or short answer response with an introductory emphasis on research-based responses. Teachers will then collaborate to review results from the assessments as measured by a rubric and determine appropriate interventions to meet the learning goals. Analysis = connecting the evidence to the thesis by… Making inferences considering context / making connections, cross-referencing documents to cite consistency/inconsistency, considers point of view, and tackles counter-arguments.

We will measure this formatively by:

The Department will meet throughout the semester to plan lessons and potential assessments and review/adjust them as a team. We will potentially meet in small grade level teams when time and situation allow. The structure of our group is not well suited for grade level teams (one person teaches all or the majority of a single grade level)

We will measure this Summatively by:

The Social Studies PLC will meet as a group to review student work from agreed lessons and assessments using our revised rubric as the assessment tool. The intent is to continue setting our grade level standards for defending a claim using evidence and for setting professional development goals to address areas of concern.

Action steps we will take to meet our goal:

1. Create a plan for our year and our calendar
2. What common assessments do we have/need to create?
3. Review thesis – grade level expectations
4. Review and consider Reading Comprehension – grade level expectations.
5. Research standards – review and consider – grade level expectations
    1. Coordinate with Denise
6. Share out of student work

Technology-This is how we will utilize technology to meet our goal:

We will use Canvas, OneNote and our rubric to assess student work related to our 8.1 goal

- Sharing lessons to teach/practice Analysis
    - Common Formative Assessments
- Student Work
    - Developmental stages of Analysis
- Assessing Analysis
    - Rubric

Department notes from our discussion

We are still curious as to the expectations by grade level for analytical thinking

Brain research? Ability to contextualize?

Research –

- Gale
- How to read and interpret
- OCR – read and highlight documents
- How to formulate a citation
- How to differentiate expectations by grade level
- Can you assemble a reader

Science

Grade Level/Department/Team: 9-12/Science.

Student Learning Goal: Students will be able to read, write, and speak grounded in evidence (E.5).   The science department will work to improve the ability of students to make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.

We will measure this formatively by:

Between September and March students will be assessed a minimum of two times on their ability to make a claim supported by evidence about the natural world or the effectiveness of a design solution that reflects the scientific knowledge and student-generated evidence.

Sample tasks: Students will collect data on an unknown chemical-both physical and chemical properties (smell, color, density, boiling point, freezing point, solubility, etc).   They will use this evidence to determine and defend their choice.   Alternatively, they may use this evidence to discuss the effectiveness of the lab itself and design changes to the lab to improve the accuracy of the results.   They will be encourage/allowed to review each other's data and revise and reevaluate their conclusions.

Sample task: Students will collect data on the response of isopods to a chosen chemical. They will use this evidence to determine if isopods are repelled by, attracted to, or unaffected by the chemical. Alternatively they may use this evidence to discuss the effectiveness of the lab itself and design changes to the lab to improve the accuracy of the results.   They will be encouraged/allowed to review each other's data and revise and reevaluate their conclusions.

We will measure this summatively by:

Some or all of the following

1. Including questions on the end of the unit summative assessment designed to see if they are using evidence to support their claims and that the evidence is being used appropriately and effectively.
2. Include questions on the unit assessment that require them to write conclusions based on evidence and questions that require them to evaluate the evidence itself and the collection of said evidence, with the goal of improving the experiment and clarifying their claims.
3. Submission of a final draft lab report with a complete conclusion containing references to evidence.
4. Question in the assessment that critique the effectiveness of a design solution based on evidence.

Action steps we will take to meet our goal:

1. Develop a list of tasks that fit the student goal
2. Implement a minimum of two assessment tasks in our classrooms
3. Share the results of these tasks with colleagues in PLC (optional)
4. Revise the tasks based on PLC input
5. Continue to share and revise personal rubrics for scoring the tasks

Technology-This is how we will utilize technology to meet our goal:

The students themselves may use multiple technologies to gather evidence-such as computers, probeware, google docs, google classroom, textbooks, spectrophotometers, etc.

Educators would use various technologies to communicate, revise and review material-computers, Chromebooks, google

Math

Grade Level/Department/Team: Math

Goal: *Between October and May math students will improve in their ability to identify quality, justifiable work which cites evidence as measured by a decrease in the differential between student scoring of student work and teacher's scoring of student work on a 4 point rubric.*

4 -- entirely correct; the response demonstrates complete understanding

3 -- mostly correct; the response demonstrates understanding of the main concept

2 -- not correct but the response still demonstrates some basic understanding

1 -- response does not demonstrate understanding

We will measure this Formatively by:

Providing ongoing practice for students to self reflect and see the comparison to the teacher rubric score.

We will measure this Summatively by:

Providing ongoing practice for students to self reflect and see the comparison to the teacher rubric score.

Action steps we will take to meet our goal:

· Instruct students on rubric and use of rubric – make use commonplace

· Practice self analysis according to rubric

· Compare student self reflection differentials with colleagues.

Technology-This is how we will utilize technology to meet our goal:

  Use Google classroom/Canvas to facilitate students critiquing others reasoning

School Name: MTHS   **Year:** 2018-19

Grade Level/Department/Team: ELL

- **Goal:** SG 8.1 Team Student Growth Goal: :

- Between September and May, students will analyze language leveled appropriate text and grade level text to cite evidence to analyze character, point of view and author's purpose while also increasing their Lexile level. Students will "show what they know" by using the TEPAC graphic organizer which has been modified for different language levels. The ELL teams (MTHS team and the district ELL level 3 team) will collaborate to review results from the assessments as measured by the claim/evidence/analysis rubric and determine appropriate interventions to meet the learning goal of a level 3 or better on the rubric.

We will measure this Formatively by:

Students will "show what they know" by using the teacher created, say/mean/matter graphic organizer and TEPAC teacher created rubric which has been modified for different language levels. The ELL teams (MTHS team and the district ELL level 3 team) will collaborate to review results from the a

We will measure this Summatively by:

- Multiple Measures: claim/evidence/analysis rubric, SRI, Edge Lexile test, Articles of the Week with citation questions and NEWSELA quarterly assessments.

Technology-This is how we will utilize technology to meet our goal:

Students will take the SRI online, Newsela questions online and type documents to answer SBA like questions.

Math:

School Name: Mountlake Terrace High School   **Year:** 2018-2019
Grade Level/Department/Team: Learning Support Math
Student Learning Goal: Between September and May, students in Learning Support math who are at least two years below grade level, will be assessed three times using a common assessment and rubric to focus on the students' ability to use evidence to

support their solutions in both numerical and written form. Students will learn to make connections and develop reasoning/problem-solving skills.

We will measure this Formatively by: Reviewing completed homework assignments, classwork, KWL charts, daily work

We will measure this Summatively by: Quizzes, tests, Moving with Algebra pre and post-assessments (for pre algebra and algebra classes)

Action steps we will take to meet our goal: Review vocabulary, teach students the tools and resources available, model for students, individual conferences with students, provide independent work time with teacher feedback. Learning support teachers will meet and schedule time to share student work and reflect on their progress.

Technology-This is how we will utilize technology to meet our goal:
Students will use calculators, online media instructional videos, math websites, PowerPoint presentation showing how they solved the problem, etc.

English:

Writing
School Name: Mountlake Terrace High School   **Year:** 2018-2019
Grade Level/Department/Team: Learning Support Department English 9-12
Student Learning Goal: Between October 2018 and May 2019, Learning Support students whose writing levels are 2 or more years below grade level will learn to write different types of paragraphs/essays – narrative, expository, persuasive using text as evidence and following all of the steps of the writing process – brainstorm, rough draft, edit, revise, etc. assessed by a 4 point rubric or other assessment tools in the areas of content, organization and conventions.Learning support teachers will meet and schedule time to share student work and reflect on their progress.
We will measure this Formatively by:
Self-assessment, reflective papers, peer evaluation, daily work
We will measure this Summatively by:
Tests, paragraph/essays

Action steps we will take to meet our goal:
Reviews, modeling, scaffoldings, student-teacher conferences
Technology-This is how we will utilize technology to meet our goal:
Use of Google Docs, Google Classroom, word prediction software such as Word Q for Chrome, Google Read and Write, etc.

         Reading
School Name: Mountlake Terrace High School   **Year:** 2018-2019
Grade Level/Department/Team: Learning Support Department English 9-12
Student Learning Goal: Between October and May, Learning support students who are 2-4 yrs below grade level will learn to use and apply reading techniques (such as drawing inferences, visualization etc.) to read different types of text for purpose that will improve comprehension and basic reading skills. Learning support teachers will meet and schedule time to share student work and reflect on their progress.
We will measure this Formatively by:

Student work, reading comprehension assessment Edge, STAR, discussion
We will measure this Summatively by:
 reading comprehension assessment (Edge, STAR, 4 point rubric etc.)
Action steps we will take to meet our goal:
Reviews, modeling, scaffoldings, student-teacher conferences
Technology-This is how we will utilize technology to meet our goal:
Google read and write, Newsela

Study Skills

School Name: Mountlake Terrace High School   **Year:** 2018-2019
Grade Level/Department/Team: Learning Support Department 9-12
Student Learning Goal:
        Between October and May, learning support students will learn and practice skills
that will help them improve their executive functioning skills. Students will increase their
ability to recognize appropriate emotional responses. Students will learn social skills
that will help them navigate interactions. The Learning support teachers will meet and
schedule time to share student work and reflect on their progress.
We will measure this Formatively by:
Self-assessment, reflective papers, peer evaluation
We will measure this Summatively by:
Students will be assessed by student academic progress based on the grade book and
number of assignments completed. Self-reflection on social/emotional growth.
Action steps we will take to meet our goal:
Reviews, modeling, scaffoldings, student-teacher conferences
Technology-This is how we will utilize technology to meet our goal:
Students will use Skyward, Google Classroom, Canvas, Power Point, You Tube,

Life Skills

School Name: Mountlake Terrace High School   **Year:** 2018-2019

Grade Level/Department/Team: Learning Support with Life Skills grades 9-12

Student Learning Goal: Between October 2018 and May 2019, life skills students who
are not aware of cause and effect relationships with everyday technology or items, will
learn to use different types of objects or technology to result in a change of environment
or program assessed by frequency data, measuring the number of times students
change the above mentioned. Teachers' team will look at student progress once a
quarter.

We will measure this Formatively by: Teacher and para observation, student
participation, anecdotal data

We will measure this Summatively by: Monthly frequency data sheets. IEP progress
reports

Action steps we will take to meet our goal: Scaffolding, modeling, preference assessments

Technology-This is how we will utilize technology to meet our goal: Use of switches, iPads, boombox, sensory items

Music:

School Name: Mountlake Terrace High School   **Year:** 2018-19
Students will know and understand the attributes of giving and receiving feedback to and from their peers.

2 – Classroom observations
        Students give formative assessments to others as a part of rehearsal.
        Teachers give formative assessments about the formative assessments that kids have gave.

        Students give Written feedback via google apps, canvas, and/or other appropriate technology.

3. Written assessment completed on their chromebook during class.

Action Steps
Develop what it is we are looking for
Teach what it is we are looking for
Give students opportunity to give feedback
Kids submit a recording that is then anonymously responded to as a class exercise (as a group or individually).

Technology
Use of google apps, chrombooks, responding to recording and giving feedback.

School Name: Mountlake Terrace HS   **Year:** 2018-19

Grade Level/Department/Team:

9-12 PE/Health

Goal: All PE Students will be able to communicate evidence of growth in their fitness levels through development of SMART Goals and the carrying out of a fitness plan designed to reach their SMART goal.

We will measure this Formatively by:

Initial Goal and fitness plan development

Middle term fitness assessments and Goal and fitness plan re-evaluation

Periodic checks of progress on fitness plans, workout logs, skill development, etc (course specific)

We will measure this Summatively by:

At the end of the term all students will be assessed in each fitness activity. Students will evaluate and communicate the success of their goal and effectiveness of their fitness plan.

Action steps we will take to meet our goal:

Each student will be trained in areas of assessment to insure that their improvements will take place. Students will also be trained in the writing of SMART goals. Fitness components that are assessed will be emphasized throughout the semester, for example: Weekly running activities or "cardio days", activities designed to improve upper body strength, activities designed to improve abdominal strength.

Technology-This is how we will utilize technology to meet our goal: Data will be charted/graphed and analyzed at the end of term to show improvement. District WELNET software will also be utilized to record and track student data and shared with students for goal setting purposes.

Dept: Business and Marketing   2018-19

Goal: "Business teachers at MTHS, in conjunction with teachers from other schools in the Edmonds School District, will work to update their knowledge and skills to inform our practice and use this information to produce relevant and practical curriculum. This will better enable students to make the transition to their post-secondary lives (education, training, and employment)."

We will measure this Formatively by:

Students will be exposed more regularly to post HS skills and information. Students will produce classroom projects, complete assignments, and write reflections.

We will measure this Summatively by:

Students will show growth in the identified skill and post HS preparation areas. End of the semester/year reflections will evidence that students feel confident and prepared for their choices after HS graduation.
Action steps we will take to meet our goal:
Introduce concepts through large group discussion. Share personal experiences.
Share deliberate information about post high school information and skills.
Explore and utilize the resources available on Naviance.

Technology-This is how we will utilize technology to meet our goal:

Students will use the Internet and various application software programs including PowerPoint, Word, Publisher, Naviance, and Canvas etc.

School Name: MTHS   **Year:** 2018-19

Grade Level/Department/Team: High School, Family & Consumer Sciences
Goal: "Teachers of Chef classes will use strategies to help our students develop independence and personal agency in proper recipe reading skills and practices by helping them learn vocabulary, skill set development, and procedures in order to reliably produce better products in their cooking."

We will measure this Formatively by:

At the beginning of a unit, students will complete pre-assignment. They will keep a journal of skills and techniques that they will build their reference and evidence their growth as a chef.

We will measure this Summatively by:

Students will reflect on their final cooking products and summarize where they feel they have demonstrated increased growth.

Action steps we will take to meet our goal:

Continued reflection and time to deliberately identify specific skills they have learned.

Technology-This is how we will utilize technology to meet our goal:

Chromebooks, online research, Canvas, recipe resources

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

Learning Opportunities for Students	Description of the Learning Opportunity	Schedule
As part of progress monitoring, what are you doing to help students who are still struggling?	We will form an Attendance Team that meets regularly to identify chronically absent students, gather data regarding barriers to attendance; plan and implement interventions for those students. We currently monitor progress for our 9ᵗʰ graders every two weeks. Students who are failing two or more classes are referred to a school-wide intervention called Freshman Lunch Study Table where they work with a Para Educator to focus on work completion for the classes they are failing. Students are also referred to After School Study Club for further support. For students who are identified as needing additional academic support, they will be assigned to our On Time Graduation Coordinator and Counselors: 1. Intentional instruction about accessing in-school and online resources, creating subgroups of struggling students and dedicating time to their academic progress. 2. Provide weekly grade checks to students in this subgroup and help them analyze what they can do/how they can get caught up on what they missed following an absence in order to understand the class content and be successful in their classes. In addition, make sure students are going to PASS classrooms for the classes they are struggling in. 3. Academic Support Period, After School Study Club are additional resources and supports available for all MTHS students and student in this subgroup. 4. Extended Learning Opportunities on non-student days, half-day early release days, Saturday Schools for students in this subgroup	

	Continue professional development on improving classroom environment and student-teacher relationships as a means to decrease student behaviors that lead to referrals.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Encourage these students to attend Advanced / AP courses and CHS courses. Recognize and Celebrate academically high achieving students in our school newspaper and in all school assemblies. Recognize and celebrate students with exceptional attendance in our school paper. Develop privileges tied to attendance and achievement.	
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Intentional outreach to students to make them aware of resources available through the Free/Reduced Lunch program To support our 9th graders, we use the Connect Crew model which pairs 9th graders with 11th and 12th grade Connect Leaders in a mentoring model. These Connect Leaders follow their 9th graders throughout the whole school year. Connect Leaders meet 3 times weekly with their 9th graders in PASS- they are embedded in the same PASS group as their 9th graders and lead them in weekly activities as well as provide them with mentoring and support for both academic and emotional concerns. We implemented the Signs of Suicide curriculum in 2015 and plan to continue implementation through following years. We have clear safety and emergency plans which are communicated to staff and students and practiced regularly so that everyone knows how to respond in emergency situations We have a Counseling Team that iis very effective in addressing social/emotional concerns for students who need support	

	We have dynamic, student-directed media on campus that serves as a consistent voice and sounding board for all on our campus – from a student perspective. Also, the fact that we have been named a First Amendment Press Freedom Award school numerous times speaks volumes about how this community values, understands, protects and furthers open, responsible discourse consistent with the American ideals found in the First Amendment. Our Student/Family Advocate works closely with students and families in crisis and provides them with needed supports	

Learning Opportunities Provided for Staff Specific to the School Target	*Description of the Learning Opportunity*	*Schedule*
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Whole school engages in professional development focusing on building a sense of **student agency** as part of a positive classroom environment that engages students and supports high motivation**.** Whole school engages in gathering and examining data around **student attendance** and **student discipline**.. Through PLC's, teachers will engage in professional development on **instructional practices, tasks, and assignments that emphasize students reading, writing and speaking grounded in evidence**. Department goals which align to the SIP Achievement Target and which also include a **Technology integration** component.	

| Small group, individual, voluntary learning opportunities to support the focus and /intentionality of this Goal. | Professional reading related to feedback, evidence and attendance.

PLC's share/discuss/evaluate grading data.

Voluntary study group to focus on professional learning related to grading practices

Learning walks focusing on classroom environment and feedback. | |