

School Theory of Action/Target Area

Introduction:

All teachers at MTHS actively engage in the PLC process in order to support high levels of student learning.

1. Through the PLC process, all teachers engage in ongoing work to identify the essential standards in all courses, so that teachers will have clarity and specificity about key concepts and skills they will be teaching. As a result students will know what they are expected to learn in each of their classes.
2. Through the PLC process, all teachers determine the best instructional strategy related to Common Core Strategies for helping students to master the content, so that teachers will be better equipped to use this strategy effectively in the classroom to the benefit of all students.
3. Through the PLC process, all teachers develop classroom based assessments that focus on attainment of specific skills and concepts related to the selected Common Core strategy, so that teachers will have data about their students' progress toward meeting identified standard related to the identified strategy; students will have a clear understanding of how they're doing related to each standard in their classes.
4. Through the PLC process, all teachers systematically review student progress data on student mastery of identified skills and concepts, so that teachers will be able to share their work with each other and draw upon the expertise of their colleagues to identify the instructional strategies that have led to the highest levels of student learning.
5. Through the PLC process, all teachers use classroom assessment data to develop specific targeted interventions and determine/implement the best instructional strategies to support struggling students, so that students will master the standards in their classes.

IF THROUGH THE PLC PROCESS, ALL TEACHERS FOCUS THEIR LEARNING ON STUDENTS READING, WRITING AND SPEAKING GROUNDED IN EVIDENCE, THEN MTHS STUDENTS WILL LEARN AT HIGH LEVELS AS MEASURED BY THE GRADES EARNED IN ALL COURSES.

Whole School Achievement Goal- As a result of this action:

Compared to all course grades earned in MTHS courses for the 2015-16 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.

Achievement Gap:Ø **Measurement/Assessment:**

Student Group	Current % Successful	Goal % Successful
Comparison Group A Special Education Students (Close gaps by 10% More than All Student Growth)	2016 GPA = 2.37 Failure Rate = 8.51% SBA ELA = 19.35% SBA Math = 17.14%	2017 GPA Goal = 2.46 Failure Rate Goal = 7.93% SBA ELA = 26.86% SBA Math = 25.42%
Comparison Group B ELL Students (Close gaps by 10% More than All Student Growth)	2016 GPA = 2.47 Failure Rate = 6.60% SBA ELA = 20.58% SBA Math = 26.08%	2017 GPA Goal = 2.55 Failure Rate Goal = 6.21% SBA ELA = 27.97% SBA Math = 33.47%
Comparison Group C F/R Lunch Students (Close gaps by 10% More than All Student Growth)	2016 GPA = 2.63 Failure Rate = 7.48% SBA ELA = 46.26% SBA Math = 36.76%	2017 GPA Goal = 2.69 Failure Rate Goal = 7.00% SBA ELA = 51.08% SBA Math = 43.08%
All Students	2016 GPA = 2.92 Failure Rate = 4.69% SBA ELA = 67.28% SBA Math = 53.34%	2017 GPA Goal = 2.95 Failure Rate = 4.5% SBA ELA = 70.00% SBA Math = 58.00%

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 where 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:

Student Demographics

Enrollment

October 2014 Student Count	1,267
May 2015 Student Count	1,241

Gender (October 2014)

Male	674	53.2%
Female	593	46.8%

Race/Ethnicity (October 2014)

Hispanic / Latino of any race(s)	199	15.7%
American Indian / Alaskan Native	14	1.1%
Asian	149	11.8%
Black / African American	67	5.3%
Native Hawaiian / Other Pacific Islander	6	0.5%
White	711	56.1%
Two or More Races	121	9.6%

Special Programs

Free or Reduced-Price Meals (May 2015)	386	31.1%
Special Education (May 2015)	137	11.0%
Transitional Bilingual (May 2015)	51	4.1%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	69	5.6%
Foster Care (May 2015)	12	1.0%

Other Information ([more info](#))

Adjusted 4-Year Cohort Graduation Rate (Class of 2014) 90.9%

Adjusted 5-year Cohort Graduation Rate (Class of 2013) 94.3%

College/University enrollment rates of graduates

Teacher Information (2014-15) ([more info](#))

Classroom Teachers	73
Average Years of Teacher Experience	16
Teachers with at least a Master's Degree	71.2%
Total number of teachers who teach core academic classes	51
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	421
<i>ESEA Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	

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 2.90 to 2.92
· Student discipline referrals for noncompliant, disrespectful and disruptive behavior decreased by 20%
· Total school removals for students decreased by 54%
· ELL students increased GPA from 2.37 to 2.47

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 1386 referrals for behavior incidents in 2015-16
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2.	Learning Support student GPA decreased from 2.40 to 2.37 in 2015-16
3.	There continue to be significant gaps between whole school and target populations for GPA, failure rate and SBA scores
4.	From the 15-16 student climate survey 27.46% of students disagreed or strongly disagreed that adults will listen and be fair to them
5.	Attendance data from 2015-16, showed that 28.25% of MTHS students were defined as "chronically absent"--they missed at least 10% of classes.

State Participation Rate: 95% participation required

<p>ð Area of Strength (95% or more participation) Target met for SBA ELA</p>	<p>ð Area of Opportunity (less than 95% participation) Target not met for SBA Math</p>
<p>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.</p>	

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

School Name: Mountlake Terrace High School **Year:** 2016-2017

Grade Level/Department/Team: Business and Marketing Education

Goal: Using the resources provided, students will understand how to determine the authenticity and security of on-line resources, aka web sites and on-line shopping sites.

We will measure this Formatively by:

After a classroom discussion, students will pair up and create an explanation of the importance of these factors. They will present their explanations to the class.

We will measure this Summatively by:

Working alone or in pairs, the students will create a PowerPoint presentation that accurately explains a minimum of 8 of the topics that were covered during the unit. The presentation will include a video clip that they feel clearly demonstrates one of the topics. The presentation will also adhere to the professional standards they have been provided.

Action steps we will take to meet our goal:

Introduce concepts through large group discussion
Share personal experiences
Share video explanations and samples

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, etc.

School Name: MTHS

Year: 2016-17

Grade Level/Department/Team: High School, Family & Consumer Sciences

Goal: CTE goal 5.1 Increase student awareness of career opportunities and education pathways related to their interests.

We will measure this Formatively by:

At the end of a unit students will complete pre-assignment in which they will fill out a form describing what skills they learned in that unit which could be added to a resume.

We will measure this Summatively by:

Students will research a job within field related to course. Information gathered on a form called Careers on Fleek (whatever slang is popular). The document includes: pay & benefits, education, title, job description, list of skills necessary, job outlook. Students will presentation findings to each other. After hearing presentations, students would self-evaluate which job sounds most relevant to their personal skills and interests, and respond to questions. They will also refine their defining skills to be added to resume.

Action steps we will take to meet our goal:

Create pre-document and Careers on Fleek

Each teacher will decide which class they will complete steps in.

Teacher offers pre-document at least 3 times during the semester.

Careers on Fleek assignment in final week of class.

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

Computers to gather information about jobs and prepare assignment.

Teachers will collect and keep pre-document to be used at the end of the semester.



School Name: MTHS

Year: 2016-2017

Grade Level/Department/Team: ELL

- **Goal:** SG 8.1 Team Student Growth Goal: :
- Between September and May, students will analyze language leveled appropriate text to cite evidence for Author’s purpose, main idea and audience while also increasing their Lexile level.

We will measure this Formatively by:

Students will “show what they know” by using the teacher created, say/mean/matter 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 Summatively by:

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

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

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

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School Name: MTHS

Year: 2016-2017

Grade Level/Department/Team: English

Goal: [CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Substandard here is CCSS.RL.1: (quotes, etc. to support: we've been working on this for two years.) [CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

We will measure this Formatively by:

Between September and January all students will be assessed three times using a common rubric to evaluate their ability to support claims about a "text" using evidence from the "text". Teachers will then collaborate to analyze each assessment and determine appropriate interventions to meet the learning goals.

We will measure this Summatively by:

We will formulate summative assessment tasks as appropriate to grade level/class and use the rubric to assess these tasks.

Action steps we will take to meet our goal:

Starting in October, we will bring in student work which we will assess using the embedding text rubric.

At each meeting, we will evaluate the rubric, tweak as needed, and discuss ways to remediate and teach the concepts.

We begin a conversation about how this rubric translates into grades in the classroom, and begin to open the conversation on grading.

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

Canvas, Chromebooks, Google Classroom, Turnitin.com

Upload and use rubric for peer editing, to track changes, follow the writing process, etc.

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Math:

School Name: Mountlake Terrace High School

Year: 2016-2017

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. Teachers will then collaborate and discuss student work and assessments using the rubric to improve student learning, accuracy, calculations, and math reasoning.

We will measure this Formatively by: Reviewing completed homework assignments, classwork, pre-assessments, number talks, and written self-reflection.

We will measure this Summatively by: Quizzes, tests, and daily work.

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. Math 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 (Khan Academy), math websites (YouCubed), PowerPoint presentation showing how they solved the problem, etc.

Emerging	Meeting	Exceeding
Limited evidence of identifying		Can use pattern recognition in order to make predictions about

patterns in math		missing information
Evidentiary reasoning	Student can provide an oral explanation for their solution to a mathematical problem Student uses mathematical terminology accurately.	Student can elaborate explanation of a mathematical concept to an example outside of the classroom.
Limited evidence of the ability to move between mathematical equations, and symbols to expressions in common written English		Independently produces mathematical equations and story problems.

English:

School Name: Mountlake Terrace High School

Year: 2016-2017

Grade Level/Department/Team: Learning Support Department English 9-12

Student Learning Goal: Between October 2016 and May 2017, 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 in the areas of content, organization and conventions. Teachers’ team will look at student work once a month.

We will measure this Formatively by:

Self-assessment, reflective papers, peer evaluation

We will measure this Summatively by:

Daily work, 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, Read and Write Google



School Name: Mountlake Terrace HS

Year: 2016-2017

Grade Level/Department/Team: Math

Goal: CCSS math practice 3: Between October and May students will improve in their ability to construct viable arguments and critique the reasoning of others as measured by a PLC established common rubric.

We will measure this Formatively by:

Providing rich tasks (cross curricular when appropriate and possible) that require students to make a claim and cite mathematical evidence to defend their reasoning, or critique a fictional student's reasoning.

We will measure this Summatively by:

Providing rich tasks (cross curricular when appropriate and possible) that require students to make a claim and cite mathematical evidence to defend their reasoning, or critique a fictional student's reasoning.

Action steps we will take to meet our goal:

- Create rich tasks (perhaps SBA interim assessment blocks? Perhaps collaboration with other STEM departments)
- Analyze "rich tasks" as a PLC
- Create common rubric
- Compare between colleagues a small number of student work exemplars

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

Using the SBAC AIR portal, and other internet tools to find and administer tasks

Use Google classroom/Canvas to facilitate students critiquing others reasoning



School Name: Mountlake Terrace HS

Year: 2016-17

Grade Level/Department/Team: Physical Education

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.



School Name: Mountlake Terrace HS

Year: 2016-2017

Grade Level/Department/Team: World Languages

Goal: Between November and May, students in World Language will be assessed three times using a common rubric and common prompt on their ability to write a 100 word narrative story in simple sentence construction, with accurate verb conjugations.

We will measure this Formatively by:

We will assess three times this school year using a common rubric and common prompt, student ability to use evidence to support claims.

We will measure this Summatively by:

We will have students complete a final writing sample in May that assesses their ability to write a minimum 100 word narrative story.

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

Students will perform their writing prompts using their Chromebooks and these prompts will be submitted to teachers electronically for scoring and feedback.

School Name: Mountlake Terrace High School

Year: 2016-2017

Grade Level/Department/Team: Music Department

Goal: Students will know and understand how to give and receive feedback related to our musical endeavors. This includes peer to peer and teacher to peer communication.

We will measure this Formatively by:

Students will be “pretested” using a non-MTHS musical performance.

Most of the formative assessment will be in the form of classroom observations of peer to peer feedback and teacher comments on “the feedback given” as well as the actual musical performance.

Students will also be asked to give written feedback on our own live and recorded performances as well as recorded performances of others. This will be done with google apps, canvas or other appropriate technology.

We will measure this Summatively by:

Written assessment completed during class on their chromebooks. “Summative” is a bit of a misnomer, however. This is an ongoing, always deeper aspect of being a musician as is not “completed” in the same way certain content is learned in a unit situation. This is ongoing skill development and is complex and reliant on many additional skills such as interpersonal skills, communication skills, musical skills (ability to hear accurately), etc.

Action steps we will take to meet our goal:

Collaboratively develop a list of attributes that are important to us that we will emphasize with the students.

Teach what it is we are looking for / Model what we are looking for.

Give lots of opportunities to students during our daily work together to give and receive feedback from their peers and teacher (s).

Use student recordings as a tool for working on feedback. These can be anonymous or the person performing can be known, depending on the class. Recordings are helpful because they can be listened to again to see if the feedback was accurate.

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

Recordings of others

Recordings made and listened to of ourselves

Use of chromebooks and google apps as well as google classroom and/or canvas to interface with the students.



School Name: MTHS.

Year: 2016-2017

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

Student Learning Goal: Students will be able to read, write, and speak grounded in evidence (E.5).

Students will 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 encourage/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 of these tasks in our classrooms
- 3) Share the results of these tasks with colleagues in PLC
- 4) Revise the tasks based on PLC input
- 5) Work towards developing a common rubric 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 docs, etc.

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

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<p>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.</p> <p>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.</p> <p>For students who are identified as needing additional academic support, they will be assigned to our On Time Graduation Coordinator and Counselors:</p> <ol style="list-style-type: none"> 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 	

	<p>going to PASS classrooms for the classes they are struggling in.</p> <ol style="list-style-type: none"> 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 <p>Continue professional development on improving classroom environment and student-teacher relationships as a means to decrease student behaviors that lead to referrals.</p>	
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Encourage these students to attend Advanced / AP courses and CHS courses.</p> <p>Recognize and Celebrate academically high achieving students in our school newspaper and in all school assemblies.</p> <p>Recognize and celebrate students with exceptional attendance in our school paper.</p> <p>Develop privileges tied to attendance and achievement.</p>	
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>Intentional outreach to students to make them aware of resources available through the Free/Reduced Lunch program</p> <p>To support our 9th graders, we use the LINK Crew model which pairs 9th graders with 11th and 12th grade LINK Leaders in a mentoring model. These LINK Leaders follow their 9th graders throughout the</p>	

	<p>whole school year. LINK 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.</p> <p>We implemented the Signs of Suicide curriculum in 2015 and plan to continue implementation through following years.</p> <p>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</p> <p>We have a Counseling Team that is very effective in addressing social/emotional concerns for students who need support</p> <p>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.</p> <p>Our Student/Family Advocate works closely with students and families in crisis and provides them with needed supports</p>	
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Whole school engages in professional development focusing on high leverage teacher feedback to students as part of a positive classroom environment.</p> <p>Whole school engages in gathering and examining data around student attendance.</p> <p>Teachers participate in classroom walkthroughs, gathering and sharing observational data that targets the classroom environment and teacher feedback to students.</p> <p>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.</p> <p>Department goals which align to the SIP Achievement Target and which also include a Technology integration component.</p>	
<p>Small group, individual, voluntary learning opportunities to support the focus and /intentionality of this Goal.</p>	<p>Professional reading related to feedback, evidence and attendance.</p> <p>PLC's share/discuss/evaluate grading data.</p> <p>Voluntary study group to focus on professional learning related to grading practices</p> <p>Learning walks focusing on classroom environment and feedback.</p>	

