



**Continuous School Improvement Plan (C-SIP)**  
**McClure Middle School**  
**2016 - 2018**  
**Principal: Shannon Conner**

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## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

### Mission and Vision

**Mission:**

Our mission is to facilitate the social, emotional, and academic development of every McClure student. We cultivate positive relationships and provide engaging curriculum, promoting independence through opportunities to self-advocate, think critically, and build community.

**Vision:**

Our vision is to cultivate a safe, effective urban middle school where every student is challenged, supported, and well-prepared for high school and a successful future.

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

**STEM:** Science, Technology, Engineering, and Mathematics

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

McClure Middle School is the smallest comprehensive middle in the Seattle School District.

Our student demographics are:

557 students (11/21/16)

- 6% Multiracial
- 10% Hispanic
- 9% Asian
- 6% African-American
- 68% White
- 16% of our students receive Special Education services
- 5% are English Language Learners
- 25% Spectrum or Advanced Learner-identified

McClure offers the following services to students:

- English Language Learners (ELL)
- Special Education: Access
- Special Education: Focus
- Special Education: Social and Emotional
- Special Education: Distinct
- Literacy and Math Tutors – Seattle Pacific University (SPU) University Tutor program.
- Spectrum
- On-site OT/PT/SLP
- On-site full time nurse
- Career/Technical Education (CTE)
- MOST after school enrichment and intervention programming
- Math and Reading Intervention classes
- After school enrichment and homework club

As a whole staff, at Department meetings in our Professional Learning Communities and in our Building Leadership Team that includes parents and community, we have continuously analyzed the following student achievement data and student climate data to address gaps in students' academic and behavioral growth and how our environment & culture support their success.

What we assess:

- Smarter Balanced State Assessment scores (trends over the past two years and MSP 3+ years ago)
- Student, staff and family school climate surveys
- Amplify scores from past two years
- SBA interim assessments (starting 2016-17)
- Aligned, classroom-based interim and benchmark assessments

- Core class D/E lists
- Cross-walking student grades in core classes (A's, B's, C's, D's, E's) with students' SBA ELA and Math scores
- Discipline data
- Attendance data
- Shared interventions and outcomes on our One Note system for our Tier II students
- Feeder Schools input forms for incoming 6th graders

Global outcomes from our assessments:

- A broad majority of our students are very successful both academically and socially.
- McClure is safe space for students to learn and grow.
- Some students who earned core grades above a "D", did not meet standard on the ELA or Math SBA
- Our school-wide math proficiency has either plateaued or in some cases, decreased.
- Our school data clearly demonstrates an opportunity gap that we can and will explicitly address.
- McClure's highly qualified staff uses data to inform their practice and make adjustments for student success.

### **We will use research-based strategies that help targeted students.**

Use Reform strategies to improve student learning:

We assess our progress in eliminating the achievement gap/opportunity gap between students of different ethnicities and students who receive various services in our building (Special Education, General Education, ELL services, Advanced Learning opportunities, etc.)

- Based on John Hattie's well-regarded, meta-analysis research, we focus on the highest "returns" for our staff and students. "Collective Teacher Efficacy" has one of the very top effect sizes for student achievement. At McClure we take our Professional Learning Community (PLC) work very seriously because we understand this need to support all teachers in their collaborative growth.
- We also use our learning from the DuFours and Michael Mattos (Solution Tree conference/research-based strategies) that a "guaranteed, aligned curriculum" is also a high leverage school commitment for all of our students. Therefore, at McClure, all core disciplines are fully aligned by grade level – common curriculum calendar, grading practices (i.e. reading logs, etc.), and assessments (formative and summative). Teachers collaborate closely to enhance all units, lessons, and differentiation strategies. They also align rubrics and look at student work and assessment outcomes to determine best pedagogical practices moving forward.
- As of 2015-16, all of our Language Arts classrooms are fully blended with General Education and Advanced Learning-identified students. This year (2016-17) we are piloting a 6th grade, fully inclusive co-teaching model in one 6th grade Language Arts and one 6th grade Math class.
- All Social Studies and Science courses at McClure are fully inclusive – General Education, Special Education, ELL, Spectrum-identified students.
- All teachers at McClure use differentiation strategies to effectively accelerate students who struggle with content and skills and to provide enrichment and application opportunities for students who have already mastered a particular standard or skill. We have spent time reading, learning and sharing differentiation strategies and these are an integral part of aligned planning and delivery of curriculum
- We have no "honors" math courses; students are placed in math courses based completely on the previous year's math course mastery (i.e. students taking 6th grade math will move into 7th grade math). McClure does not "skip" students in math but focuses on genuine mastery of grade level standards.
- We assess our progress in eliminating the achievement gap/opportunity gap between students of different ethnicities and students who receive various services in our building (Special Education, General Education, ELL services, Advanced Learning opportunities, etc.)
- We also focus intentionally on strategies to enhance rigor and critical thinking for all students. Teachers at McClure engage research-based adult learning in the form of ongoing book studies, professional development and collaboration that helps bolster their expertise with effective pedagogy and differentiation.
- 2016-17 We are reading three chapter excerpts from the book *The Pedagogy of Confidence* by Yvette Jackson to better inform our practice and acquire more strategies to help eliminate the opportunity gap at McClure. This year, we are focusing particularly on 3 of the 7 of what Jackson terms "High Operational Practices" of the Pedagogy of Confidence: 1) Identifying and activating student strengths, 2) Integrating prerequisites for academic learning and 3) Amplifying student voice.
- We use the researched DuFour model as our framework for PLCs and professional development in our building.
- We use data to inform and to guide our instruction, use of time, use of materials, and intervention strategies for each student.

To meet the needs of advanced learners:

- As part of our daily, weekly, and monthly collective planning routines, teachers intentionally plan for extension and enrichment opportunities for advanced learners. Typically, teachers will collaborate to ensure each unit includes components that specifically target students who quickly demonstrate mastery at grade level.
- Language Arts classrooms include General Education and Advanced Learning-identified students. Collectively, Language Arts teachers intentionally plan units and lessons at the advanced level, committing to offer access to the enriched/advanced curriculum. They challenge all learners to authentically understand their skill levels (reading, writing, critical thinking) and push students to advance their skills. Language Arts teachers also create and explicitly teach into rubrics that designate "at standard" (grade level) achievement and "exceeding standard" (advanced grade level) achievement.

- We provide one-year advanced math for Spectrum-qualified students; students are placed based on completion/mastery of the previous year's coursework/standards.
- All core (Language Arts, Social Studies, Math, Science) coursework provides students with Advanced Learning opportunities. For example, Core Teachers provide:
  - o Advanced reading options that explore topics more in-depth.
  - o Higher level questions to support students in deepening their analyses.
  - o Materials and activities on Schoology to enrich/extend learning.
  - o Content that reaches into high school standards where appropriate. (For example, in Science, for the study of Physics in eighth grade, students have access to advanced learning by introduced to the more complex forms of calculating gravitational pull, force, velocity, etc.
  - o Inquiry-based projects.
  - o Clear rubrics that delineate requirements to exceed standards.
  - o Opportunities on assessments to demonstrate high levels of learning, such as application questions.
  - o Ample opportunities for students to goal-set and progress monitor their own learning.
  - o Opportunities for students to lead and share their learning.
- Across the school, teachers are engaged in "blended learning" training through the District which amplifies their toolbox for authentically differentiating instruction. They are able to design units which highlight the use of technology (IPads, etc.) and offer multiple avenues and pacing for students to achieve at high levels. When they are able to demonstrate mastery of grade level skills and standards, students who demonstrate mastery of grade level standards are consistently given access to enrichment and extension opportunities to inspire their thinking and demonstrate their high achievement.
- Again, we take our professional learning community (PLC) work and dedication to collective teacher efficacy very seriously by using researched-based, proven practices. Our PLCs give teachers time to work together to design differentiated units and lessons. For example, in crafting a Social Studies unit, teachers develop lessons that include opportunities for students to extend their learning on a particular historical event by exploring various perspectives, demonstrating mastery of more rigorous vocabulary
- Teachers are strategic in grouping students for various classroom activities; depending on the activity, learners who have proven mastery of a skill/standard are intentionally placed in groups together to push each other's thinking and skill building.)

### **Our school offers professional development that is high quality and ongoing.**

Our staff participates in focused, ongoing professional development (PD) so we can fulfill the promise of our school mission and vision.

- Our PLCs meet twice monthly at minimum and engage in the DuFour PLC model of focusing on one or two power standards, developing common assessments, designing lessons and opportunities for differentiation, purposefully reviewing student-based data, and developing intentional interventions and strategies for re-teaching. This ensures a keen eye on data-driven attention to students who are struggling and on students who are reaching for more challenge.
- At the beginning of the 2017-18 school year, our staff will be trained to implement Responsibility-Centered expectations, interventions, and disciplinary responses through. We have contracted with the Acutrain organization to fully train our staff and then to revisit the effectiveness of our new practices and common language/responses across the school year.
- We also are studying opportunities for enrichment and rigor for all students achieving at a wide array of levels for each skill and standard they encounter. All departments are engaged in professional development and book studies around differentiation and rigor to ensure every student is significantly challenged and supported in their learning.
- McClure has worked with and continues to work with Seattle Public Schools' department of Advanced Learning and the University of Washington Center for Education Leadership to provide professional development to our teachers around differentiation, challenge, enrichment and application opportunities.
- Math intervention teacher Dr. Janet Bogle will also continue to attend PD opportunities facilitated by the Family and Education Levy Math Empowerment partnership with the University of Washington. This includes guided school lab days throughout the year and PD meetings across the school year.
- A team of teachers is also receiving ongoing PD to be able to onramp our RULER socio-emotional/behavioral support program in our school. We are also working with Seattle Public Schools Department of Behavioral Health and the northwest affiliate of Positive Behavior Intervention Supports (PBIS).

Other PD:

- Teachers trained in PLC best practices – DuFour Solution Tree
- Brain Research (UW)
- PLC Training and Data Teams
- Common Core State Standards
- Special Education Compliance and Best Practices trainings
- Johns Hopkins University – Family Engagement grant/trainings
- Formative Assessment Trainings
- Next Generation Science Standards (NGSS) – curriculum development and training
- Trauma-informed best practices

- Blended Learning.

### **Our school will increase parent/family engagement.**

- In collaboration with McClure's PTSA, our administrative team continues to develop a more comprehensive plan to incorporate strategies to more effectively involve and communicate with all of our families:
- • McClure Informational "Teacher-Talk" evening. Department heads (including counseling) and administration hosts an evening to highlight the scope and sequence and aligned practices.
- • Curriculum Night –opportunity for all parents to listen to each of their child's teachers and understand the scope and expectations for the year.
- • We will work with the PTSA to bolster communication strategies with all families.
- • Spring Open House – for new families.
- • Maverick Marvels – a quarterly opportunity for teachers to submit student names for recognition for outstanding performance or extensive growth either academically or socially/behaviorally. Students are recognized publicly in front of parents and staff.
- • We have streamlined our process for parent volunteers in the school and will continue to advertise and encourage parents to devote some time and energy to many of our volunteer opportunities at McClure including field trips, office help and hallway parent supervision. One new research-based opportunity is called McClure's "Culture Cultivators" – parent morning greeters for our students.
- • Our PTSA staff liaison will continue to share detailed accounts of departmental and individual teachers' sharing of teaching and learning in their classrooms.
- • Our Family Engagement Action team continues to develop goals for increasing family engagement, particularly for families that feel less access to the school and their child's education. One of our continuing goals on this team is to very intentionally apply research-based practices to reach out to families of students who struggle with attendance.
- • Family evenings/events through our new My Brother's Keeper and My Sister's Keeper African American student leadership and mentoring program at McClure.

### **Our staff is involved in decision-making.**

- Teacher representatives and parents participate on our Building Leadership Team. They work closely with their constituents to relay pertinent information and glean feedback/input.
- McClure staff has sanctioned a streamlined decision-making matrix which clearly outlines the decision-making process for all school-based decisions and cites SEA contractual compliance language. The document is reviewed and sanctioned every year.
- The administration also conducts surveys across the school year to glean input from various stake-holders in the building.
- The Multi-Tiered Systems of Support (MTSS) team is a robust committee with representatives from many parts of our building including Special Education, Advanced Learning, support staff and our Grade Level Team Leaders.
- Sub-committees of this group meet monthly with a focus on tiered interventions and systems to more comprehensively and successfully support our students. Career Ladder teachers meet bi-weekly with the administrative team to provide input and expertise on PLC, PD and departmental work. Grade Level Team Leaders meet monthly with administration to plan for grade level activities and strategies to enhance our school culture..

### **We will assist our students to meet standard.**

- Our C-SIP identifies underperforming students and highlights plans and strategies to empower them to show growth and/or to meet/exceed standard on benchmark assessments across the school year and on the SBA state test at the end of the year.
- In addition, because we educate an approximate 17% Special Education population, access to general education instructional opportunities have been outlined/aligned with meeting targeted IEP goals in the C-SIP.
- We have the following interventions (courses/supports) embedded in students' school day:
  - One grade level math intervention courses. These occur at the same period each day so the three teachers can capitalize on opportunities to group students and focus on essential skills and standards ("walking to math intervention") at various points in the school year.
  - In-house math coach (2 periods a day)
  - One reading intervention, Read 180 courses.
  - After school homework club. Operating 4 days/week and staffed with outstanding educators from within the building.
  - Levy-funded Achievers Club – after school twice a week. Two components: 1) math enrichment and 2) building growth mindset/ executive functioning and leadership skills.

- The school's PTSA has invested in the University Tutors program to bring trained tutors into our Language Arts and Math classrooms to provide one-on-one and small group support. We train tutors and set very intentional expectations for their use in our classrooms; they specifically target students who have not met standard on the English Language Arts and/or Math Smarter Balance Assessment from the previous spring.
- Classroom teachers also provide time before and/or after school to give one-on-one and small group support to students.

### **Retain high quality, highly effective, and highly qualified staff.**

- McClure has one Career Ladder Teachers (CLT). She will work closely with Administration to plan and deliver Professional Development opportunities, coaching and support to our instructional staff. She provides new staff with much-needed support ranging from “nuts and bolts” needs to on-ramping and immersing them into the McClure culture.
- We also work closely with teachers to determine their “next steps” in their profession – we support them in pursuing National Board Certification, additional professional development (as long as it supports our C-SIP and mission and vision), and leadership roles in our school.
- We provide focused, research-based professional development and collaboration routines and strategies in our school (see above – PLCS, etc.) Collaboration is held in high regard at McClure and teachers welcome opportunities to support and learn from one another. We also read and learn together based on our PD focus and we set goals/commitments to use our learning systemically. All classroom teachers and intervention/support teachers are highly qualified at McClure. We are intentional in ensuring that the most effective teachers are leading/facilitating our interventions.

### **How do we support the transitions of new students and families into our school?**

- All sixth grade McClure students are assigned to a Where Everybody Belongs (WEB) group; up to 10 6th graders mentored by a vigorously vetted and trained 8th grade WEB leader. They meet their WEB leader at our summer sixth grade orientation right before school starts. Our WEB leaders teach them strategies for success in their first month of school and orient them to the building and other aspects of middle school. The 6th graders stay with their WEB leader across the school year, meeting monthly at “WEB Events” to further support their success and growth as middle school students and leaders and to continue to team-build.
- Throughout the year, we invite families to meet members of our school community and get a sense of our school culture through various events: Summer Social (6th graders only) Curriculum Night, Open House, two barbecues (beginning and ending of school year), school play, music events, Science Night, Curricular Showcases (Math Night), etc.
- Our Counseling department facilitated the gathering of important data on our incoming 6th grade students from our feeder schools to use to support appropriate class placement, interventions and accommodations as soon as they arrive at our doors. Data includes attendance and tardy patterns, risky behaviors, math level completed, need for school-based academic supports, need for social, emotional, personal supports.
- When students arrive late in the school year, our counseling team facilitates their on-ramping to our school culture and expectations. We also thoughtfully provide all new students with a trained tour-guide and “lunch buddy” for the first day and offer on-going check-ins for support.

### **How do we support students identified as Highly capable?**

To meet the needs of advanced learners:

- As part of our daily, weekly, and monthly collective planning routines, teachers intentionally plan for extension and enrichment opportunities for advanced learners. Typically, teachers will collaborate to ensure each unit includes components that specifically target students who quickly demonstrate mastery at grade level.
- Language Arts classrooms include General Education and Advanced Learning-identified students. Collectively, Language Arts teachers intentionally plan units and lessons at the advanced level, committing to offer access to the enriched/advanced curriculum. They challenge all learners to authentically understand their skill levels (reading, writing, critical thinking) and push students to advance their skills. Language Arts teachers also create and explicitly teach into rubrics that designate “at standard” (grade level) achievement and “exceeding standard” (advanced grade level) achievement.
- We provide one-year advanced math for Spectrum-qualified students; students are placed based on completion/mastery of the previous year's coursework/standards.
- All core (Language Arts, Social Studies, Math, Science) coursework provides students with Advanced Learning opportunities. For example, Core Teachers provide:
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  - o Content that reaches into high school standards where appropriate. (For example, in Science, for the study of Physics in eighth grade, students have access to advanced learning by introduced to the more complex forms of calculating gravitational pull, force, velocity, etc.
  - o Inquiry-based projects.
  - o Clear rubrics that delineate requirements to exceed standards.
  - o Opportunities on assessments to demonstrate high levels of learning, such as application questions.
  - o Ample opportunities for students to goal-set and progress monitor their own learning.

o Opportunities for students to lead and share their learning.

- Across the school, teachers are engaged in “blended learning” training through the District which amplifies their toolbox for authentically differentiating instruction. They are able to design units which highlight the use of technology (IPads, etc.) and offer multiple avenues and pacing for students to achieve at high levels. When they are able to demonstrate mastery of grade level skills and standards, students who demonstrate mastery of grade level standards are consistently given access to enrichment and extension opportunities to inspire their thinking and demonstrate their high achievement.
- Again, we take our professional learning community (PLC) work and dedication to collective teacher efficacy very seriously by using researched-based, proven practices. Our PLCs give teachers time to work together to design differentiated units and lessons. For example, in crafting a Social Studies unit, teachers develop lessons that include opportunities for students to extend their learning on a particular historical event by exploring various perspectives, demonstrating mastery of more rigorous vocabulary
- Teachers are strategic in grouping students for various classroom activities; depending on the activity, learners who have proven mastery of a skill/standard are intentionally placed in groups together to push each other’s thinking and skill building.)

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	64,145	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,111,995	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	42,868	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	121,702	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	67,684	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,329,838	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>A large percentage of our African American students are not meeting proficiency on the Math or ELA Smarter Balance Assessment. Our opportunity gap mirrors that gap faced by the rest of the District and our country.</p>	<p>75% of our African American Students who are not receiving ELL or IEP services in Reading or Writing will increase their 2017 ELA SBA score by one level.</p> <p>75% of our African American Students who are not receiving ELL or IEP services in math will increase their 2017 Math SBA score by one level.</p> <p>In addition to the strategies and interventions below (under student achievement in Math and Reading), to achieve these goals, we will:</p> <ul style="list-style-type: none"> <li>• Intentionally progress-monitor these students – through classroom observations, reviewing student-based data, and developing intentional interventions and strategies for re-teaching.</li> <li>• Focusing on common, research-based interventions that we learn from last year’s book study (The Pedagogy of Confidence) and from our collective learning.</li> <li>• Capitalize on these students’ participation in My Brother’s and Sister’s Keeper programs at McClure.</li> <li>• Build our capacity and routines to more authentically and successfully welcome and support these students and families into our community (PTSA, teachers, administration, etc.)</li> </ul>	<p>All McClure Staff Members, Shannon Conner, Principal</p>	<p>June, 2017</p>

## Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student achievement on the Math Smarter Balance Assessment have</p>	<p>Current 2017/18 6th graders (Math): We have set a SMART goal to increase students’ growth percentile on the Math SBA by 3%. XX% of McClure’s current 6th grade students were proficient in Math on</p>	<p>All McClure Staff Members, Shannon Conner, Principal</p>	<p>June, 2017</p>

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>in many cases plateaued or declined.</p>	<p>the 2017 SBA as 5th grade students. (XX % compared to District). We will increase this to XX% as 6th grade students.</p> <p>Current 2017/18 7th graders (Math): We have set a SMART goal to increase students' growth percentile on the Math SBA by 3%. 59% of McClure's current 7th grade students were proficient in Math on the 2017 SBA as 6th grade students. (XX% compared to District). We will increase this to 62% as 7th grade students.</p> <p>Current 2017/18 8th graders (Math): We have set a SMART goal to increase students' growth percentile on the Math SBA by 3 %. 63% of McClure's current 8th grade students were proficient in Math on the 2017 SBA as 7th grade students. (XX % compared to District). We will increase this to 66% as 8th grade students.</p> <p>To achieve these goals, we will:</p> <ul style="list-style-type: none"> <li>• Develop common assessments and use them to group and reteach</li> <li>• Continue to design lessons and opportunities for differentiation.</li> <li>• Fully develop, use and progress monitor our guaranteed, viable curriculum for every discipline at every grade level.</li> <li>• Apply learning from the 2016-17 training with University of Washington Center for Educational Leadership (CEL).</li> <li>• Identify struggling students and populate them in one of three grade level math intervention courses.</li> <li>• Identify struggling students and register them in our after school Achiever's Club program (for math). This course provides identified students with both math skill building and also leadership, executive functioning and confidence-building activities.</li> <li>• Intentionally deploy our tutors to identified students in Language Arts and Social Studies classrooms.</li> </ul>		

**Whole School Goal**

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
On the Spring, 2017 Student Climate Survey, students indicate low positive perceptions of their classmates being respectful and focused on learning.	<p>Current 2017/18 6th graders (ELA): We have set a SMART goal to increase students' growth percentile on the Math SBA by 2%. XX% of McClure's current 6th grade students were proficient in Math on the 2017 SBA as 5th grade students. (XX % compared to District). We will increase this to XX% as 6th grade students.</p> <p>Current 2017-18 7th graders (ELA): We have set a SMART goal to increase students' growth percentile on the ELA SBA by 2%. 76% of McClure's current 7th grade students were proficient in ELA on the 2017 SBA as 6th grade students. We will increase this to 78% as 7th grade students.</p> <p>Current 2017-18 8th graders (ELA): We have set a SMART goal to increase students' growth percentile on the ELA SBA by 2%. 82% of McClure's current 8th grade students were proficient in ELA on the 2017 SBA as 7th grade students. We will increase this to 88% as 8th grade students.</p> <p>To achieve these goals, we will:</p> <ul style="list-style-type: none"> <li>• Strategically utilizing early release Wednesday's collaboration time, common planning time, and shared preparation periods to develop viable and systemic content and curriculum.</li> <li>• Refine and further develop common assessments and use them to group and reteach</li> <li>• Continue to co-develop lessons and opportunities for differentiation.</li> <li>• Fully develop, use and progress monitor our guaranteed, viable curriculum for every discipline at every grade level.</li> <li>• Identify struggling students and populate them in Read 180, if needed.</li> <li>• Intentionally deploy our tutors to identified students in Language Arts and Social Studies classrooms.</li> </ul>	All McClure Staff Members, Shannon Conner, Principal	June, 2017

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
On the Spring, 2017 Student Climate Survey, students indicate low positive perceptions of their classmates being respectful	<p>Number of students responding positively to the statement, "Students in my classes are respectful to adults." will increase from 20% (down 13% from 2016-17) to 40%.</p> <p>To achieve these goals, we will:</p> <ul style="list-style-type: none"> <li>• Provide TRI time in the fall and beyond to train into "Responsibility-Centered Discipline" (2-Day training in the</li> </ul>	All McClure Staff Members, Shannon Conner, Principal	June, 2017

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
and focused on learning.	<p>fall and PD follow-ups throughout the year)</p> <ul style="list-style-type: none"> <li>• Revisit our Advisory program in fall, 2017 to determine if this is the appropriate/best approach to authentically build relationships with students and teach much-needed social-emotional skills and strategies. If staff does not meet the requisite of the SEA waiver vote, we will convene a team to determine how to best attend to our students’ social-emotional learning needs.</li> <li>• Amplify student voice and ownership over respect – what it looks like, how to achieve it and what to do when it is not achieved. Lessons will be developed over the summer and through the support of our Behavior Health District Liaison, Jill Colasurdo</li> <li>• BLT will monitor progress on achieving this goal across the school year (students’ response to specific survey prompt(s) regarding this goal.</li> <li>• Fully and continuously, teach our PRIDE expectations (Productivity, Respect, Integrity, Dependability, Excellence) and how these expectations “play out” in the all venues of our school and community. We also provide time and space for students to take ownership over these expectations.</li> <li>• Amplify student voice in developing routines and strategies that augment students’ commitment to respectful behavior with staff and their peers.</li> <li>• Commitments to research-based, shared practices across the building including “100%” engagement (having 100% participation by students in every classroom activity) and “thresholding” (all teachers greet students at the door and provide a “do now” warm up activity/routine at the beginning of every class period.</li> <li>• Augment opportunities to celebrate student success; in addition to PRIDE cards which students can “spend” at our PRIDE store, we also are increasing grade level assemblies to honor students’ successes (academic and social-behavioral). We also have the Marvel Maverick quarterly awards which gives our staff an opportunity to publicly honor students for either exceptional effort or significant improvement. These students are honored in a ceremony with staff and parents. <ul style="list-style-type: none"> <li>• Work with the District’s Behavior Health team to help us to fully- develop our multi-tiered systems of support. Team Liaison meets with MTSS team weekly.</li> </ul> </li> </ul>		