WHERE ARE WE NOW?

WASC Mid-Cycle Review (MCR):
Implications of the data – School data continue to reflect low academic achievement in statewide and school level assessments. After reflective conversations, hunches to low academic achievement and growth are identified in the major preliminary student learner needs listed below:

1. Increase trauma informed practices and social-emotional learning for students.
2. Increase practices specific to middle level education (adolescent) students.
3. Implement instructional strategies that are targeted for and specific to student need.
4. Improve the quality of positive behavior interventions and support (PBIS).

Important questions raised by analysis of data –

1. How does KMS address student proficiency and growth in reading, math, and science?
2. Are the enabling activities currently in the Academic Plan addressing students’ needs and supporting them in being proficient in reading, math, and science; and making growth?

Comprehensive Needs Assessment (CNA):
The following are need areas identified through the CNA process:

1. Different levels of students (teachers being able to differentiate)
2. Low basic math and reading skills
3. Chronic absenteeism
4. Self-efficacy and emotional regulation
5. Addressing Inappropriate Student Behavior*

*Newly identified need, #1-4 are the same as SY 2021-22.

Root Causes:
1. There is inconsistency in implementation of school-wide initiatives because initiatives need to be clearly communicated and monitored.
2. There is inconsistency in implementation of school-wide initiatives because we are not all in agreement with the initiative.
3. There is inconsistency in implementation of school-wide initiatives because our roles and expectations within the system need to be made explicit.

WASC Full Self-Study:
School Identified Critical Areas for Follow-Up (School CA):
1. Increase participation and engagement of parents in school initiatives and activities to support their child’s education.
2. Teachers will implement rigorous, Interdisciplinary Units incorporating project-based, problem-based, and/or service learning driven by student voice, in a relevant real-world context.
3. The teachers will establish a school wide common understanding of student voice, using student voice to inform and adjust instruction.
4. All teachers who support or instruct EL students will participate in PD to learn and to implement language acquisition strategies that support EL students.
5. Teachers will provide opportunities for students to evaluate or reflect on their own learning and develop goals focused on their progress.
6. The leadership team will establish a process for evaluating school wide activities that meet the needs of all students, support personal development and increase

WASC Identified Critical Areas for Follow-Up (WASC CA):
1. Teachers and administrators continue to refine schoolwide processes in place and design more effective systems as needed to evaluate the effectiveness, using student achievement as measures, of programs including RtI A and RtI B, Honors Classes, ELL and Special Education instruction, and implementation of rigorous instruction and assessment practices.
2. The leadership team, the PLCs, and teachers need to improve the practice of collecting and using disaggregated data to drive decision-making and achievement.
3. KMART will monitor rigor and relevance of common formative and standards-based content assessments to inform instruction and improve student achievement.

### Section I: STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Lead and Funding Source</th>
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</thead>
</table>
| 1.1 By the end of SY 2023-24, 100% of students will receive academic support based on their level and identified need. (MCR #3) | 1.1 Teachers provide all students with direct instruction in reading and/or math at their skill levels:  
  - Student Support Class (all students)  
  - Workshop Classes  
  - Honors Classes | Literacy Coach/School-wide Coord.  
WSF  
Title I-iReady workbooks |
| 1.2 – See 1.1                                                                         | 1.2 Teachers will implement rigorous IDUs for team students:  
  - project based, problem based, and/or service learning,  
  - student voice  
  - relevant real world context | Team Reps  
WSF |
| 1.3 By the end of SY 2023-24, 100% of students will receive SEL lessons that are relevant to their needs. (MCR #4) | 1.3 Teachers will provide all students with SEL lessons and activities:  
  - Schoolwide alignment of SEL curriculum  
  - Schoolwide expectations for implementation schedule  
  - Lessons implemented with fidelity | Counseling DH  
WSF |
| 1.4 By the end of SY 2023-24, 100% of students will have participated in a variety of PBIS activities. (MCR #4) | 1.4 All students provided with a variety of PBIS activities:  
  - Class PBIS  
  - Team PBIS  
  - Grade level PBIS  
  - Schoolwide PBIS | PBIS Lead Team  
WSF |
<p>| 1.5 By the end of SY 2023-24, 100% of students will have completed school level diagnostic and formative; and state assessments. | 1.5 All students assessed with diagnostic, formative and summative assessments to inform instructional practices and monitor growth. | School-wide Coord. |</p>
<table>
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<tr>
<th><strong>1.6 By the end of SY 2023-24, 100% of EL identified students will be enrolled in an ELD class. (School CA 4)</strong></th>
<th><strong>1.6 Teachers and paraprofessionals who support and instruct ELs will implement agreed upon English language development (ELD) strategies consistently.</strong></th>
<th><strong>Green Team Leads</strong></th>
<th><strong>WSF</strong></th>
<th><strong>Title III</strong></th>
</tr>
</thead>
</table>
| **1.7 By the end of SY 2023-24, 100% of EL identified students will have made gains in each domain of the ACCESS assessment. (School CA 4)** | **1.7 Teachers will provide all ELs with opportunities to further develop their English language skills:**  
• Listening  
• Speaking  
• Reading  
• Writing | **Green Team Leads** | **WSF** | **Title III** |
| **1.8 By the end of SY 2023-24, 100% of teachers will provide appropriate support and strategies to SpEd identified students. (CNA 2)** | **1.8 Teachers and paraprofessionals will support and instruct SpEd identified students in a variety of ways:**  
• appropriate LRE  
• specially designed instruction  
• appropriate accommodations and modifications | **SpEd DH** | **WSF** |
| **1.9 By the end of SY 2023-24, 100% of students will participate in the attendance incentive program. (CNA 3)** | **1.9 Provide students with support to increase school attendance:**  
• implement PBIS based incentive program supporting attendance | **PBIS Lead Team** | **WSF** |
| **1.10 By the end of SY 2023-24, the Panorama Student Perception Survey results for student connectedness and engagement will increase by five percentage points. (MCR 2)** | **1.10 Increase student connectedness and engagement with opportunities for:**  
• student voice  
• leadership opportunities  
• school service | **School-wide Coord.** | **WSF** |
| **1.11 - See 1.10 (CNA 2, MCR 2)** | **1.11 Increase student connectedness and engagement with ELO opportunities for:** | **VP** | **WSF** |
## Section II. STAFF OUTCOMES

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
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<tbody>
<tr>
<td><strong>2.1</strong> By the end of SY 23-24, 100% of the classrooms will utilize a variety of inclusive practices and differentiation supporting the successful participation of students with disabilities, ELs, and students performing below grade level in the general education classroom. (CNA Need #2)</td>
<td>2.1 Professional development will be provided to SpEd and inclusion teachers; and paraprofessionals:  - best practices for co-teaching teams (review)  - implementing appropriate inclusive practices  - providing differentiation and accommodations/modifications</td>
<td>SpEd DH  Title I - Subs</td>
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<tr>
<td><strong>2.2 - See 2.1</strong></td>
<td>2.2 Professional development will be provided to SpEd and inclusion teachers supporting IEP development:  - determining the appropriate least restrictive environment  - determining appropriate accommodations and modifications</td>
<td>SpEd DH  Title I - Subs</td>
</tr>
<tr>
<td><strong>2.3 - See 2.1</strong></td>
<td>2.3 Professional development will be provided to math teachers:  - navigating and instructing using the new curriculum (iReady Classroom Math)  - developing new math pacing guide</td>
<td>School-wide  Coord.  Title I - Subs</td>
</tr>
<tr>
<td><strong>2.4 - See 2.1</strong></td>
<td>2.4 Professional development will be provided to EL teachers and paraprofessionals:  - instructional practices that support language acquisition  - accessing content curricula</td>
<td>Literacy Coach  Title I - Subs</td>
</tr>
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<td><strong>2.5</strong> By the end of SY 23-24, 100% of the teachers will begin using data to drive instructional practices and monitor the growth and achievement of all students. (CNA Need #2)</td>
<td>2.5 Professional development on teacher clarity will be provided to all teachers:  - identifying learning intention  - identifying learning outcome/success criteria  - identifying learning progression</td>
<td>Literacy Coach/School-wide  Coord.  Title I - Subs, Conference Travel</td>
</tr>
</tbody>
</table>
| 2.6 - See 2.5 | 2.6 Professional development on utilizing data will be provided to all teachers:  
- accessing iReady data  
- analyzing different sources of data (iReady, SBA, DIBELS, CFAs, attendance, behavior, well being, etc.) to identify learning needs for each sub-group including honors  
- applying data to inform instruction | School-wide Coord.  
Title I - Subs |
|---|---|---|
| 2.7 By the end of SY 23-24, a multi-tiered system of support addressing the needs of the whole child will be established providing support to 100% of our students. (CNA Need #3, MCR #2) | 2.7 Professional development will be provided to teachers and staff on effective characteristics of middle level education. | School-wide Coord.  
Title I - Subs,  
Conference Travel |
| 2.8 – See 2.7 | 2.8 Professional development will be provided to teachers and staff to support tier 1 support for students:  
- Middle level education (MLE)  
- trauma informed practices  
- positive behavior interventions and support (PBIS) | School-wide Coord.  
Title I - Subs |
| 2.9 By the end of SY 23-24, school level leaders will be able to demonstrate understanding of school data to facilitate group discussions. | 2.9 Professional development will be provided to all department heads:  
- Understanding data  
- Facilitating group discussions | School-wide Coord./Literacy Coach  
Title I - Subs |
| 2.10 By the end of SY 23-24, a multi-tiered system of support addressing the needs of the whole child will be established providing support to 100% of our students. (MCR #1) | 2.10 Professional development will be provided to teachers on how to use and instruct using the social-emotional learning curriculum. | Counseling DH WSF |
| 2.11 – See 2.9 | 2.11 Professional development will be provided to teachers on trauma informed and restorative practices to increase understanding of and supporting student needs. | Counseling DH  
Title I - Subs |
| 2.12 – See 1.1 | 2.12 Support will be provided to teachers on designing, implementing, and assessing IDUs. | Literacy Coach  
Title I - Subs |

Section III. SYSTEM OUTCOMES
<table>
<thead>
<tr>
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</table>
| 3.1 By the end of SY 23-24, a multi-tiered system of support addressing the needs of the whole child will be established providing support to 100% of our students. (CNA Need #3) | 3.1 Create an Attendance Team to address chronic absenteeism:  
  - establish a system to monitor attendance  
  - identify appropriate interventions  
  - measure effectiveness of interventions | VP, WSF |
| 3.2 By the end of SY 23-24, school-wide processes will be established and utilized to monitor data systems and implementation of school-wide agreements. (CNA Root Causes 1-3) | 3.2 Create a Schoolwide Support Team to:  
  - develop school improvement focus  
  - ensure schoolwide efforts are united  
  - establish a system to collect and analyze data to monitor student progress (academics, behavior, attendance, well being)  
  - establish a system to monitor implementation of schoolwide agreements  
  - provide follow up support  
  - Communicate expectations  
  - Collect walkthrough data  
  - Monitor implementation  
  - Admin attends team and achievement team meetings | Principal, WSF |
| 3.3 By the end of SY 23-24, a Family Focus Team will be established and utilized to improve family engagement. | 3.3 Create a Family Focus Team to:  
  - Plan family events to build relationships, increase family participation, and support student success:  
    - Beginning of year Open House  
    - Parent Teacher Conference  
    - Family Events  
  - Improve communication between families and our school to ensure understanding of State, Complex, and school initiatives  
    - School Newsletters  
    - School Website  
    - Social media | VP, WSF |
| 3.4 By the end of SY 23-24, the Leadership Team will be re-established with defined roles and responsibilities. | 3.4 Redefine Leadership Team:  
- responsibilities  
- duties  
- meeting schedule | Principal  
WSF |
|---|---|---|
| 3.5 By the end of SY 23-24, school-wide agreements will be established for all meeting expectations. | 3.5 Develop schoolwide agreements:  
- achievement team meeting expectations  
- team meeting expectations | Principal  
WSF |
| 3.6 By the end of SY 23-24, a multi-tiered system of support will be established and utilized to ensure all students are provided with the support they need. | 3.6 Create a school multi-tiered system of support that is clearly communicated school-wide and consistently monitored throughout the school year. | Principal  
WSF |