Medical Lake School District #326, WA

Regular Board Meeting

Date and Time

Tuesday October 22, 2024 at 6:00 PM PDT

Location

Administration Office

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Record Attendance			1 m
B.	Call the Meeting to Order			
C.	Pledge of Allegiance			1 m
D.	Approve Agenda	Vote		1 m
E.	What's Right	Discuss		5 m

Administrators, Board and Guests Comment on Something Positive They've Seen in the District and Community ~ Anyone attending the meeting will be given the opportunity to share something positive following the Board's comments

		Purpose	Presenter	Time
II.	**Consent Agenda**			**6:08 PM**
A.	Minutes from Regular Board Meeting 9-24-2024	Approve Minutes		1 m

		Purpose	Presenter	Time

B. Approve the Consent Agenda   Vote

- Personnel (Certificated and Classified)
  - Resignations
  - Leaves
  - Staff Contracts
- Staff Travel
- Board Member Compensation
- Fiscal Vouchers
  - General Fund (Payroll and Accounts Payable)
  - A.S.B. Fund
  - Capital Projects
- Financial Report
- Enrollment

III.   Public Comments on Individual Action Items

Anyone wishing to speak to a specific individual action item, board policy or other, listed below will be given the opportunity here, prior to action being taken by the Board.

IV.   Individual Actions Items   6:09 PM

A. Board Policy ~ 3241 ~ Student Discipline; Second Reading   Vote   1 m

B. Board Policy 4130 ~ Title I, Part A Parent and Family Engagement; Second Reading   Vote   1 m

C. Approve the School Improvement Plans   Vote   1 m

These were the plans presented at the Board Work Session on October 15, 2024.

D. Approve to Surplus Old JROTC Uniform Boots from the High School   Vote   1 m

- 50 pairs of JROTC uniform boots
- Approximate age: 2-4 years old
- General Condition: Range from Excellent to average
- Reason for Surplus: Boots do not match uniform style and are no longer authorized by the AF

	Purpose	Presenter	Time

• Intentions after Surplus: Sell as a fundraiser for JROTC cadets

V.	**Student Representatives Report**		**6:13 PM**

A.	Gabby ~ Michael Anderson Visit; Ashley ~ Middle School Visit; Trinity ~ High School Visit; Chuks ~ Hallett Elementary Visit;	Discuss	5 m

VI.	**Reports and Discussions**		**6:18 PM**

A.	Learning Improvement Day Report ~ Rob Haugen	Discuss	5 m

VII. **Board Reports and Discussion**

VIII. **Superintendent's Report**

A. School Principal Appreciation Month

October 2024

IX. **Communications with Staff, Guests, and District Residents**

Anyone wishing to speak to something other than a "What's Right" or an "Individual Action Item" will be given the opportunity to speak. Public comment period is not a time for dialogue between the board and the public. The board will not respond to the public. The board will not respond to statements, questions, or challenges made during public comment period and there will be no back-and-forth dialogue. Please know that the board's silence is neutral. It is neither a signal of agreement nor disagreement with the speaker's remarks.

X. **Executive Session ~ None at this time**

XI. **Closing Items**

A.	Adjourn Meeting	FYI	

Coversheet

Minutes from Regular Board Meeting 9-24-2024

Section: II. Consent Agenda
Item: A. Minutes from Regular Board Meeting 9-24-2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 24, 2024

Medical Lake School District #326, WA

Minutes

Regular Board Meeting

Date and Time
Tuesday September 24, 2024 at 6:00 PM

Location
Administration Office

Directors Present
Alexis Alexander (remote), Gerri Johnson, Laura Parsons, Ron Cooper (remote), Sarra Reiber, Wendy Williams-Gilbert

Directors Absent
None

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Wendy Williams-Gilbert called a meeting of the board of directors of Medical Lake School District #326, WA to order on Tuesday Sep 24, 2024 at 6:00 PM.

C. Pledge of Allegiance

D. Approve Agenda

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.

The board **VOTED** unanimously to approve the motion.

    E. **What's Right**

II. Consent Agenda

    A. **Minutes from Regular Board Meeting 8-27-2024**

Laura Parsons made a motion to approve the minutes from Regular Board Meeting on 08-27-24.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

    B. **Approve the Consent Agenda**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
Resignations - *Cam Preston ~ Assistant Softball Coach, High School (effective 9/5/2024); Joseph Kepner ~ JROTC Aerospace Science Instructor, High School (effective 9/5/2024); Tom Falmoe ~ Head Custodian, Michael Anderson Elementary (retiring effective 9/30/2024); Jamylia Haren ~ Para, Hallett Elementary (effective 9/16/2024);*

Leaves - *None at this time*

Staff Contracts:
Administrative Staff - *None at this time*

Certificated Staff - *None at this time*

Certificated Substitutes - *None at this time*

Long-term Substitutes - *None at this time*

Classified Staff - *Cammie Ortega ~ Bus Aide, Transportation (effective 8/28/2024); Melody Haynes ~ Assignment Change from Substitute Bus Aide to Contracted Employee, Transportation (effective 8/28/2024); Jake Klein ~ Assignment Change from Substitute Bus Driver to Contracted Employee, Transportation (effective 8/28/2024); Katie Cisweski ~ Supervisory Assistant, Michael Anderson Elementary (effective 8/28/2024); Aiden Niblock ~ Cafeteria I, Hallett Elementary (effective 8/28/2024); Amie Kieley ~ Inclusion Para, Michael Anderson Elementary (effective 8/28/2024);*

Classified Substitutes - *None at this time*

Extra Curricular Activities - *Nick Puzycki ~ Assistant Softball Coach, High School (effective for the 24/25 season);*

Other - *None at this time*

Teachers Teaching Out of Content Areas: *None at this time*

Staff Travel: *None at this time*

Board Member Compensation: *None at this time*

Financials The following vouchers/warrants as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were approved for payment.

General Fund (Payroll) for August 30, 2024, warrants 135813 - 135813 in the amount of $1,931.37;

General Fund (Payroll/Accounts Payable) for August 30, 2024, warrants 135814 - 135828 in the amount of $697,348.33;

General Fund (Accounts Payable) for August 30, 2024, warrants 135829 - 135879 in the amount of $787,125.00;

ASB Fund (Accounts Payable) for August 30. 2024, warrants 135880 - 135886 in the amount of $5,793.18;

General Fund (Accounts Payable) for July 3, 2024, warrants 135887 - 135893 in the amount of $19,264.54;

General Fund (Accounts Payable) for July 3, 2024, warrants 135894 - 135903 in the amount of $53,451.33;

General Fund (Accounts Payable) for July 16, 2024, warrants 135904 - 135958 in the amount of $199,949.63;

General Fund (Accounts Payable) for July 16, 2024, warrants 135959 - 135970 in the amount of $31,931.46;

General Fund (Accounts Payable) for July 16, 2024, warrants 135971 - 135992 in the amount of $4,340.60;

ASB Fund (Accounts Payable) for July 16, 2024, warrants 135993 - 135996 in the amount of $14,815..31;

The board **VOTED** unanimously to approve the motion.

III. Individual Actions Items

A. **Board Policy ~ 3241 ~ Student Discipline; First Reading**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

B.

Board Policy 4130 ~ Title I, Part A Parent and Family Engagement; First Reading

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. **Approve the Annual Grant Applications ~ IDEA, Title I, Title II, TBIP**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. **Approve the Highly Capable Plan**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. **Approve the MLAA Schedule A**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. **Approve the Middle School Desks and Chairs Surplus**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. **Approve to Surplus Old Basketball Uniforms from the High School**

Laura Parsons made a motion to approve.
Gerri Johnson seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. **Student Representatives Report**

A. **Chuks ~ Middle School Visit; Ashley ~ Hallett Elementary Visit Gabby ~ High School Visit; Trinity ~ Michael Anderson Elementary Visit**

Student Representatives focused on the Medical Lake Promise #1, Foster a Safe and Supportive Learning Environment Through a Culture of Belonging
High School and Middle School questions were about the current school climate, what can be done to make students feel more connected to the school community, have they experienced bullying/harassment at school, do you believe students feel respected and valued regardless of background or identity and how can schools better promote a culture of belonging.

Elementary students were asked if they feel happy at school, do they have friends at school, have the ever felt left out or teased, do they think everyone is treated fairly and what can be done to make school a better place to learn and play.

Chuks went to the Middle School. Students say the classrooms feel safe, but that verbal bullying is prevalent. 6th graders wished there were more after school sports available to them and perhaps some geared towards students with special needs. One thing they touched on, is that "every student" is rude to all other students as a way of trying to fit in. They felt that having some specific time set aside during a portion of the day that could be used to teach them how to be kind and use kind words would be good. The students Chuks spoke with felt that building administrators could get a better handle on discipline as well. However, the overall vibe was the school is not bad, they like the improved schedule and would like to see more groups and clubs to help students in need.

Chuks also reported on Trinity's trip to Michael Anderson Elementary. Students there enjoy school overall. They love recess, art and hanging out with their friends. As military kids, they've been to quite a few schools and said that teasing doesn't take place at Michael Anderson Elementary like it does in other schools they've been to, and that it's their favorite school to attend. They feel that everyone, no matter who they are or where they're from, are treated equally at Michael Anderson. Students would like to see more things centered around art and possibly a student lounge where they'd have access to buy snacks, a couch and mini fridge where they can unwind if they needed to.

Ashley talked with students at Hallett Elementary, specifically kindergarten and 5th grade. Both grades say they're happy with school but 5th graders who walk to school are concerned about the cars on the road. Kindergarteners say school is amazing and they feel safe, they're learning to count and enjoying being at school. When asked if they have friends, 5th grade says yes, everyone does and kindergarteners pointed to everyone in class saying all students were their friends. Kindergarteners don't feel anyone is left out or teased, while 5th graders say everyone has been at one point, but not currently. 5th graders would like to see different things to learn and better safety walking to school. Kindergarten is happy with school the way it is, but do say the "big kids" get to do more things.

Ashley read Gabby's report from the High School. The students there feel kids are overall respectful. They like the assemblies and the recognition students are getting for sports. They feel the school climate is good and the only time they feel excluded is when they're not in a class with their friends. Students like the open campus lunch and would like to see more afterschool activities. Some have witnessed students being bullied and think it would be helpful if everyone knew there were consequences and what those are. For the most part, however, most students feel respected. To improve the climate, students would like to see more class activities, and assemblies. Last year there were slide shows highlighting student achievements, they'd like to see those continue. It might make more students get involved outside of class.

V. Reports and Discussions

A. Fall Sports Report ~ Dawn Eliassen

Things are looking different this year than they did last year since we went from 7 schools in our league to 4.

We've hired a new cheer coach, she's great and students seem to really like her. She is putting on a cheer camp with 30 boys and girls in attendance.

Cross country went to Tillamook and a lot of students beat their personal records. It was great to see.

There is a 2 week volleyball camp for 6th graders this year as well.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:47 PM.

Respectfully Submitted,
Wendy Williams-Gilbert

Coversheet

Approve the Consent Agenda

Section: II. Consent Agenda
Item: B. Approve the Consent Agenda
Purpose: Vote
Submitted by:
Related Material: 10.22.2024 Consent Agenda (2).pdf
                                 Enrollment.pdf

10.22.2024 ~ Consent Agenda

Resignations - *Daniel Simon ~ Assistant Basketball Coach, High School (effective 9/25/2024); Cheryl Spilker ~ 4th Grade Teacher, Hallett Elementary (retirement, effective at the end of the 24/25 school year); Terri Remendowski ~ 1st Grade Teacher, Hallett Elementary (retirement, effective at the end of the 24/25 school year); Lathan Antolin ~ Assistant Football Coach, High School (leave effective through the end of football season, resignation effective end of the football season; Aidan Niblock ~ Cafeteria, Hallett Elementary (effective 10/15/2024);*

Leaves - *None at this time*

Staff Contracts:

<u>Administrative Staff</u> - *None at this time*

<u>Certificated Staff</u> - *None at this time*

<u>Certificated Substitutes</u> - *None at this time*

<u>Long-term Substitutes</u> - *None at this time*

<u>Classified Staff</u> - *Jacob Beitinger ~ Lead Custodian, Michael Anderson Elementary (effective 9/27/2024);*

<u>Classified Substitutes</u> - *None at this time*

<u>Extra Curricular Activities</u> - *Garrett Johnson ~ Assistant Wrestling Coach, High School (effective winter 2024); John Potter ~ Head Baseball Coach, Middle School (effective spring 2025); Halle Barsness ~ Assistant 7th Grade Girls Basketball Coach, Middle School (effective winter 24/25); Baylor Galley ~ Assistant Track Coach, Middle School (effective spring 2025);*

<u>Other</u> - *None at this time*

Teachers Teaching Out of Content Areas: *None at this time*

Staff Travel: *None at this time*

Board Member Compensation: *Laura Parsons (July 22, 2024 - October 15, 2024);*

FinancialsThe following vouchers/warrants as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were approved for payment.
General Fund (Accounts Payable) for September 30, 2024, warrants 135997 - 136033 in the amount of $106,897.60;
ASB Fund (Accounts Payable) for September 30, 2024, warrants 136034 - 136037 in the amount of $6,630.60;
General Fund (Payroll) for September 30, 2024, warrants 136038 - 136041 in the amount of $4,468.57;
General Fund (Payroll/Accounts Payable) for September 30, 2024, warrants 136042 - 136057 in the amount of $649,900.50;
General Fund (Accounts Payable) for October 16, 2024, warrants 136058 -136136 in the amount of $254,733.06;
ASB Fund (Accounts Payable) for October 16, 2024, warrants 136137 - 136138 in the amount of $11,898.93;

2024-2025 Medical Lake School District Enrollment Number of months to use in average: 2

	SEPTEMBER Count	FTE's	OCTOBER Count	FTE's	NOVEMBER Count	FTE's	DECEMBER Count	FTE's	JANUARY Count	FTE's	FEBRUARY Count	FTE's	MARCH Count	FTE's	APRIL Count	FTE's	MAY Count	FTE's	JUNE Count	FTE's	AVERAGE Count	FTE's
K	82	82.00	82	82.00																	82	82.00
One	77	77.00	78	78.00																	78	77.50
Two	85	85.00	84	84.00																	85	84.50
Three	84	84.00	85	85.00																	85	84.50
Four	70	70.00	69	69.00																	70	69.50
Five	82	82.00	82	82.00																	82	82.00
HALLETT	480	480.00	480	480.00																	480	480.00
K	82	82.00	82	82.00																	82	82.00
One	61	61.00	61	61.00																	61	61.00
Two	58	58.00	60	60.00																	59	59.00
Three	66	66.00	65	65.00																	66	65.50
Four	52	52.00	50	50.00																	51	51.00
Five	50	50.00	50	50.00																	50	50.00
ANDERSON	369	369.00	368	368.00																	369	368.50
Five																						
Six	131	131.00	132	132.00																	132	131.50
Seven	127	127.00	128	128.00																	128	127.50
Eight	118	118.00	120	120.00																	119	119.00
MLMS	376	376.00	380	380.00																	378	378.00
Seven																						
Eight																						
Nine	122	121.36	122	121.36																	122	121.36
Ten	119	119.00	114	114.00																	117	116.50
Eleven	131	106.23	130	106.21																	131	106.22
Twelve	137	106.51	136	105.06																	137	105.79
MLHS	509	453.10	502	446.63																	506	449.87
TOTAL	1,734	1,678.10	1,730	1,674.63																		
Hallett	1	1.00	1	1.00																	1	1.00
Anderson	2	2.00	4	4.00																	3	3.00
MLMS	10	8.99	14	12.66																	12	10.83
Connect+	13	11.99	19	17.66																	16	14.83
Nine			2	1.69																	2	1.69
Ten																						
Eleven	3	1.91	5	3.27																	4	2.59
Twelve	15	11.12	16	11.30																	16	11.21
Connect+	18	13.03	23	16.26																	21	14.65
RS			48																			
RS Only			34																			
RS Non-Voc				40.87																		
RS Voc.				-																		
TK	20	20.00	22	22.00																	21	21.00
K-21 SpEd	207		217																		212	
3-5 SpEd	26		30																		28	
SpEd TK	1		2																		2	
Total SpEd	234		249																		242	
E-672	1	1.00	1	1																	1	1.00
Fed Pre	72		75																		74	
SpEd Pre	27		32																		30	
Total Pre	99		107																		103	
ESL	17																				17	
MS Voc.Ed.																						
HS Voc.Ed.		121.64		117.66																		119.65
Open Doors	1		2																		2	
O.D. Voc																						
O.D. Non V		1.00		2.00																		1.50

Enrollment 24-25

Coversheet

Board Policy ~ 3241 ~ Student Discipline; Second Reading

Section: IV. Individual Actions Items
Item: A. Board Policy ~ 3241 ~ Student Discipline; Second Reading
Purpose: Vote
Submitted by:
Related Material: 3241 Student Discipline.pdf

Medical Lake School District Board Policy **3241**

1

Student Discipline

Introduction/Philosophy/Purpose

The Board of the Medical Lake School District focuses on the educational achievement ~~of each and~~ every student. The District holds high expectations for all students and ~~strives to provide~~ gives all students the opportunity to achieve personal and academic success. ~~Discipline means any action taken by the school district in response to behavioral violations including exclusionary as well as positive and supportive forms of discipline.~~ The Board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time ~~as appropriate~~, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students, district employees.~~, and members of the community;~~

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or

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                                                                                   2

5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral standards expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations ~~and other forms of discipline the district considered or attempted~~, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will collect data on disciplinary actions administered in each school as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees ~~as appropriate to develop and/or~~ at least annually to review ~~building~~ the district's discipline standards and review the fidelity of their implementation ~~of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school will:~~

1. ~~Establish behavioral expectations with students and proactively teach expectations across various school settings.~~
2. ~~Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~
3. ~~Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.~~
4. ~~Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.~~

~~Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.~~

School principals will ~~strive to ensure that~~ ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees ~~as appropriate~~ at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review

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process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and sub-ethnic categories. The District will consider student program status and demographic information (i.e. gender, grade level low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

~~The District will support each school to:~~

- ~~set at least one goal annually for improving equitable student outcomes;~~
- ~~create an actions plan or plans;~~
- ~~evaluate previous goals and action plans;, and~~
- ~~revise goals and action plans, based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

Distribution of policies and procedures

The District will make the current version of this policy and procedures available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedures.

~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will strive to ensure all appropriate school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.~~

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Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121	Substance Abuse Program
2161	Special Education and Related Services for Eligible Students
2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122	Excused and Unexcused Absences
3210	Nondiscrimination
3244	Prohibition of Corporal Punishment
3520	Student Fees, Fines, or Charges
4210	Regulation of Dangerous Weapons on School Premises
4218	Language Access Plan

Legal References:

RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW	Compulsory school attendance and admission
Chapter 28A.320, RCW	Provisions applicable to all districts
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600 RCW	Students
WAC 392-190-048	Access to course offerings – Student discipline
Chapter 392-400, WAC	Student Discipline
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq.	Civil Rights Act of 1964

Management Resources:

2023	July Issue
2021	February Issue
2019	April Policy Alert
2018	August Issue
2016	July Issue
2014	December Issue
2014	August Issue
2010	June Issue

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Adoption Date: 04.02; 11.07; 05.08; 04.10; 04.11; 12.11; 08.12; 07.13; 05.14; 08.17; 1.20; 07.21;
Medical Lake School District
Revised Date: 04.99; 12.06; 06.10; 10.11; 08.14; 12.14; 07.16; 08.18; 04.19; 02.21; 07.23; 09.24;

Coversheet

Board Policy 4130 ~ Title I, Part A Parent and Family Engagement; Second Reading

Section: IV. Individual Actions Items
Item: B. Board Policy 4130 ~ Title I, Part A Parent and Family Engagement;
Second Reading
Purpose: Vote
Submitted by:
Related Material: 4130 Title I, Part A Parent and Family Engagement.pdf

Medical Lake School District Board Policy   **4130**

1

Title 1, Part A Parent and Family Engagement

The Board recognizes that parent and family engagement helps students participating in Title I, Part A programs achieve academic standards. To promote parents and family engagement, the board adopts the following policy, which lists the components at both the district and school levels. The district procedure 4130P serves to renew and evaluate this policy with the help of parents and provides descriptions of how each component will be implemented. ~~describes how the district will involve parents and family members of Title I students in developing and implementing the District's Title I programs.~~

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement.

    A. The district will involve parents, and family members in jointly developing the district's Title I, Part A plan.

    B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

    C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified.

        1. Barriers to greater participation by parents in Title I, Part A activities;

        2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

        3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parents involvement by doing the following: ~~Conducting parent meetings with our reading and other academic evening events. Additionally, we share and gather information at our student-led conferences.~~

    D. The district will involve parents of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318 (a)(3)(D).

    E. The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

        1. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:

            a. Washington's challenging academic standards;

            b. State and local academic assessments, including alternate assessments;

            c. The requirements of Title I, Part A;

Medical Lake School District Board Policy   **4130**

2

      d.   How to monitor their child's progress; and

      e.   How to work with educators to improve the achievement of their children.

2.   Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

3.   Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:

      a.   Reach out, communicate with, and work with parents as equal partners;

      b.   Implement and coordinate parent programs; and

      c.   Build ties between parents and the school.

4.   Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:

      a.   Head Start;

      b.   Even Start;

      c.   Learning Assistance Program;

      d.   Special Education; and

      e.   State-operated preschool programs.

Ensure that information related to the school and parent programs, meeting, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

School-Based Parent and Family Engagement Policies

Each school offering Title I, Part A services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I, Part A students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

F.   Convene an annual meeting at a convenient time, to which all parents of Title I, Part A students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, Part A, to explain the requirements of Title I, Part A, and to explain the rights that parents have under Title I, Part A;

G.   Offer a flexible number of meetings, such as meetings in the morning or evening;

H.   Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I, Part A programs; and

I.   Provide parents of Title I, Part A students the following:

      1.   Timely information about Title I, Part A programs;

      2.   A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

Medical Lake School District Board Policy   **4130**
                                                                                      3

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and

B. Address the importance of communication between teachers and parents on an ongoing basis through the following:

1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
2. Frequent reports to parents on their children's progress;
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that the family members can understand.

Legal References:

~~20 USC 6311   State Plans (~~Every Student Succeeds Act~~)~~
20 USC 6312   Local educational agency plans
20 USE 6318   Parent and family engagement

Management Resources:

Policy News, August 2024
Policy News, October 2008   Family Involvement Policy
Policy News, June 2005   Title 1, Part A Parental Involvement Policy
Policy News, August 2003   No Child Left Behind Update

Adoption Date: 07.09; 06.18;
Medical Lake School District
Revised Date: 8.03; 06.05; 04.18; 08.24;

Coversheet

Approve the School Improvement Plans

Section: IV. Individual Actions Items
Item: C. Approve the School Improvement Plans
Purpose: Vote
Submitted by:
Related Material: Medical Lake School Board Operating Principles.pdf
                      MAE 2024-25 SIP.docx.pdf
                      Hallett 2024-25 MLSD SIP.docx.pdf
                      MLMS 2024-25 MLSD SIP.docx.pdf
                      MLHS 24-25 SIP.docx.pdf

DRAFT

Medical Lake School Board Operating Principles

Derived from the Medical Lake Promise

Based on the core promise of fostering a safe, supportive learning environment, personalized instruction, and a hopeful vision for all students, the Medical Lake School Board will operate under the following principles:

Principle 1: Cultivating a Safe and Inclusive Community

- **Foster a culture of belonging:** Promote inclusivity, respect, and equity among students, staff, and the community by valuing each member's unique experiences and differing perspectives.
- **Prioritize student and staff safety**: Implement policies and procedures that promote physical and emotional safety, addressing bullying, harassment, and discrimination.
- **Build strong partnerships:** Collaborate with parents, guardians, and community members to create a shared commitment to student success.

2024-25 School Board Goal: *Board members will collaborate with students, families, and the community by attending events in each building and participating in two community meet and greets during the school year to engage them in the district.*

Principle 2: Empowering Personalized Learning

- **Focus on individual student needs:** Implement data-driven strategies to tailor instruction to each student's interests, strengths, and challenges.
- **Provide professional development:** Invest in staff development to build capacity in creating safe, inclusive, and personalized learning environments.

2024-25 School Board Goal: *Board members will visit each of the schools to observe instructional strategies in the classrooms*

Principle 3: Inspiring Hope and Future Success

- **Set high expectations:** Believe in the potential of every student to achieve their full potential.
- **Post-secondary readiness:** Prepare students for college, career, or military service through rigorous curriculum and guidance.
- **Cultivate a growth mindset:** Foster a culture of resilience, perseverance, and lifelong learning among students, staff and the community.

2024-25 School Board Goal: *Board members will promote school district vision and initiatives throughout the community garnering support for an early learning facility and program.*

DRAFT

Principle 4: Ethical Leadership and Transparency

- **Demonstrate ethical leadership**: Uphold the highest standards of transparency, integrity, and accountability.
- **Ensure fiscal responsibility:** Allocate resources effectively and efficiently to maximize student outcomes.

2024-25 School Board Goal: *Board members will intentionally utilize the Medical Lake Promise and these Operating Principles when making decisions.*

Operationalizing the Principles

To effectively implement these principles, the School Board will:

- **Align district policies and procedures:** Ensure that all district operations support the core values of the Medical Lake Promise.
- **Monitor student outcomes:** Regularly assess student achievement data to inform decision-making and resource allocation.
- **Communicate effectively:** Maintain open and transparent communication with students, parents, staff, and the community.
- **Seek community input:** Involve stakeholders in the decision-making process to ensure that the district's priorities align with community values.

By adhering to these operating principles, the Medical Lake School Board will create a thriving educational environment where all students can reach their full potential.

MLSD School Improvement Plan
Michael Anderson Elementary
SY2024–25

School Overview	
Building: Michael Anderson Elementary	**Grade Span:** PK – 5th Grade
	School Type: Elementary
Principal: Darlene Starr	**Building Enrollment:** 498 (OSPI State Report)
District: Medical Lake School District	**Low Income Percentage:** 33.9% (OSPI State Report Card)
Board Approval Date: October 22, 2024	**Special Education Percentage:** 14.1% (OSPI State Report Card)
Plan Date: October 15, 2024	**English Learner Percentage:** 1% (OSPI State Report Card)
Washington School Improvement Framework (WSIF) Support Status: Foundational	

Washington Office of Superintendent of
PUBLIC INSTRUCTION

School Leadership Team Members and Parent–Community Partners	
Darlene Starr, Principal	Kathryn Ellis, PK Teacher
Barry Warren, Assistant Principal	Sheila Benson, Kindergarten Teacher
Seth Sammons, School Counselor	Siara Rodrigues, 1st grade Teacher
Dr. Katharine Smith, Instructional Coach	Kerry Dorcheus, 2nd Grade Teacher
Freida Cook, Instructional Coach	Jolene Harris 3rd Grade Teacher
Candace Robillard, Case Manager Grades 3 – 5	Kristin Hiam, 4th Grade Teacher
David McMillan, Case Manager Grades1 & 2	Sam Schmidt, 5th Grade Teacher

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School's Vision and Mission

The Medical Lake Promise

We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

Promote hope and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

Every Student, Every Day

Vision: Every Child – Every Day

Mission: The mission of Michael Anderson Elementary is the development of every child – every day as a learner in order for them to live morally, creatively, and to proactively participate in a democratic society.

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Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

A needs assessment was completed in order to determine the areas of focus. This needs assessment is used to clarify the direction and sets the priority needs of our school to improve student achievement. Our needs assessment was comprised of several data points that included:

- **Staff Feedback** – Staff is continually asked to provide feedback in a variety of ways including goal setting, PLC Action Planning and through the Leadership committee as well as other building-level committees. Additionally, staff participate annually in the Center for Educational Effectiveness survey.
- **Assessment Data** – Multiple data sources are evaluated to inform instruction and instructional programs as well as intervention support.
- **Center for Educational Effectiveness** – A review of our parent, staff, and student results were examined to narrow our focus in order to develop a targeted plan.

We examined our data, demographics, staff feedback, and student progress data, along with other data points in order to determine the school's priorities through the lens of the Medical Lake School District's three promises outlined in the strategic plan.

Promise 1: Safe and Supportive Learning Environment through a Culture of Belonging

<u>EDUCATIONAL EFFECTIVENESS SURVEY DATA</u>

Within the Educational Effectiveness Survey, there are many areas of celebration. The following highlight a few areas of strong performance across all three groups surveyed (students, staff, and family/parent):

- Bullying and Harassment
    - Staff – 30% Increase: Staff enforce the bullying/harassment policy of this school
    - Family/Parent – 16 % Increase: Bullying/harassment is not tolerated at this school
    - Students – 7% Increase: The rules against bullying are enforced by all adults in this school
    - Students – 8% Increase: I feel safe at this school.
- Parent Involvement
    - Staff an overall increase of 24%
    - Family/Parent an overall increase of 15%
        - 22% Increase: Parents/Families have input into plans for improving the school
    - Students had an overall increase of 7%

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Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Additionally, there were two other areas of the celebration to be highlighted:
- Students' sense of belonging and identity showed improvement across all areas surveyed
- Staff showed a 27% increase in the area of the leadership team being comfortable presenting new ideas to staff

Although the results of the Educational Effectiveness Survey demonstrated strong results across almost all areas, there are a few areas of growth that were identified:
- Students: Future orientation remains an area needing attention
- Staff indicated the need to improve collaboration and communication specifically the need to align the PLC work with student results
- Parents indicated that students enjoying coming to school was low

SOCIAL–EMOTIONAL DATA

The Behavioral and Emotional Screener is completed by teachers three times per year. It helps to determine a child's risk level for developing emotional and/or behavioral problems that require intervention or instructional adaptation. The following chart speaks to the needs of students regarding social–emotional learning.

5
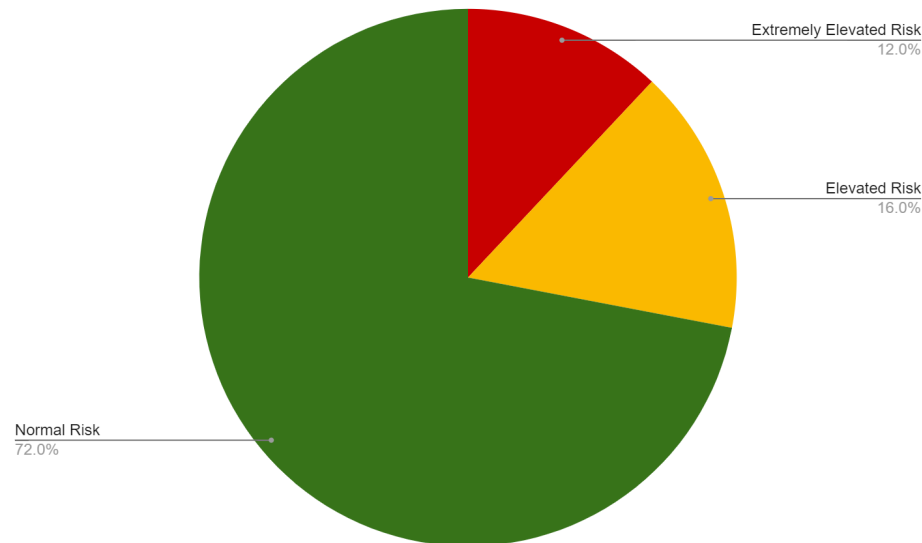
Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The percentage of students in the normal risk range increased by 5% from last year. Although there is still work to be done this is an area of celebration.

BEHAVIOR DATA

In January of 2024, MAE began piloting a software app to better capture data regarding student behaviors in order to become more prescriptive in the response to student behavior. By March nearly all teachers were using the software app. The following two charts illustrate the number of requests from teachers to support student behaviors. These behaviors range from students needing a break to unsafe behaviors.

Supports by Month

Month	Supports
January	118
February	276
March	262
April	209
May	300
June	67

6
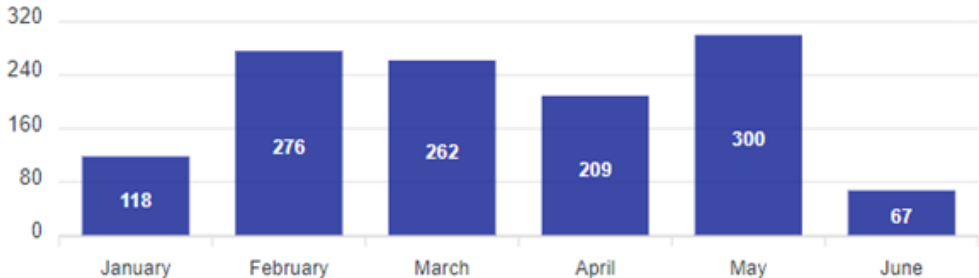
Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

After the data was disaggregated, it was determined that nine students represent between 35% and 58% of all support requests by month. The following two charts illustrate the support requests for these nine identified students. The first chart is the percentage by month for the nine students. The second chart illustrates the number of support requests for these nine students.

Percentage of Support Requests for Nine Students
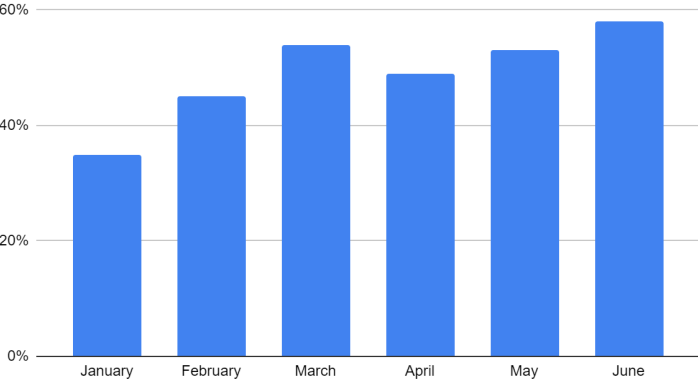
Supports By Month

Months
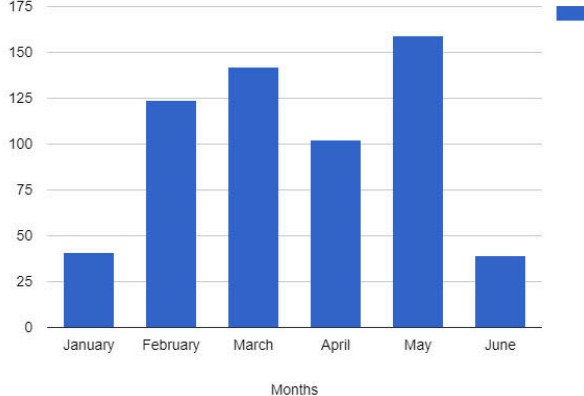
Promise 2: Personalized Learning that is Challenging, Rigorous, and Relevant

ASSESSMENT DATA

Several assessments were used to document student growth and to guide instruction. These assessments included AimsWeb Plus and Smarter Balanced Assessment as well as teacher observations and classroom based assessments.

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Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- **State Assessment:** Grade level teams as well as the Building Leadership Team analyzed the SBA and Science data to inform our building level goals and grade level goals. State testing should never be the sole judgment of a student's academic skills and knowledge. A student's entire performance should always be considered.

Michael Anderson SBA ELA 2022-2024

Grade	2022	2023	2024	STATE 2024
3	46	55	44	48
4	58	58	53	49
5	75	62	69	52

Michael Anderson SBA Math 2022-2024

Grade	2022	2023	2024	STATE 2024
3	56	60	52	51
4	68	61	55	48
5	66	69	54	42
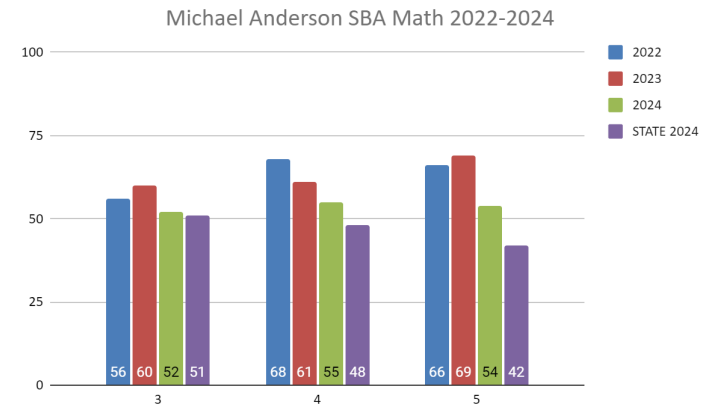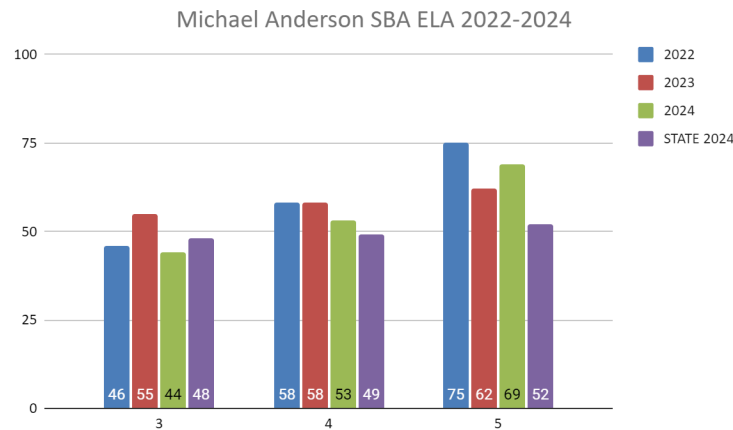
The above charts represent the hard work of all the staff and students at MAE. In the area of ELA academic achievement MAE students outperformed the state in grades 4 and 5. In the area of math academic achievement MAE students outperformed the state by significant amounts in all three grades.

Another area of celebration is with our students who have a disability. These students outperformed the state in ELA by 23 percentage points and in math they outperformed the state by 20 percentage points in achievement.

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Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- **AimsWeb Student Growth Data:** The following charts illustrate the percentage of students meeting or exceeding their student growth percentile.

AimsWeb Reading Growth Gr. K, 1, 2
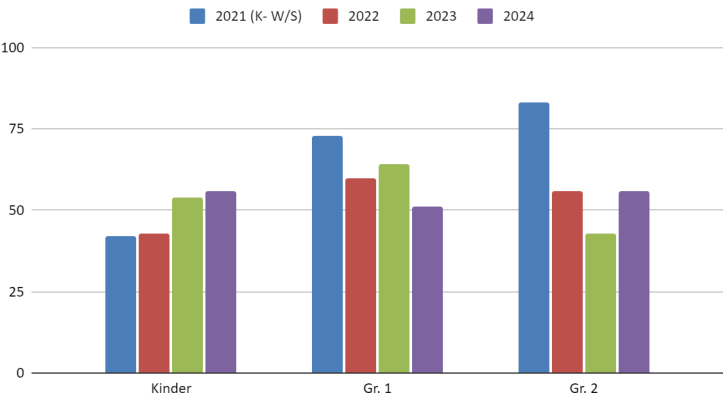
AimsWeb Reading Growth Gr. 3, 4, 5
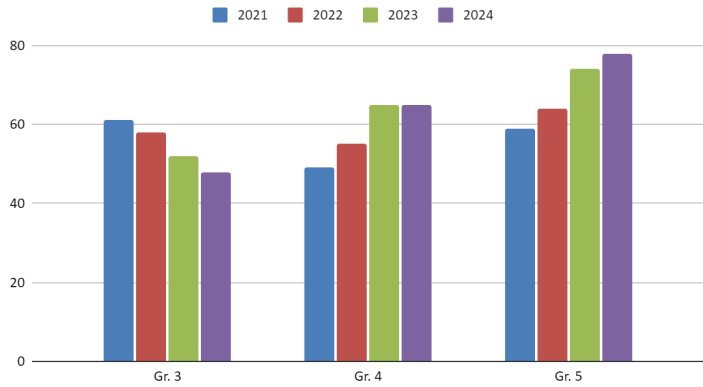
AimsWeb Math Growth Gr. K, 1, 2
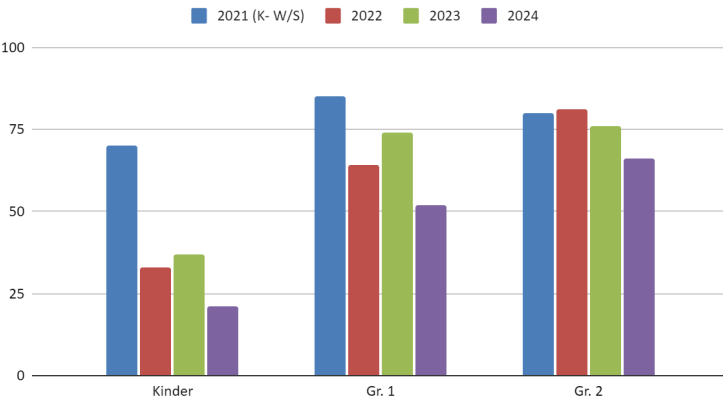
AimsWeb Math Growth Gr. 3, 4,5

9
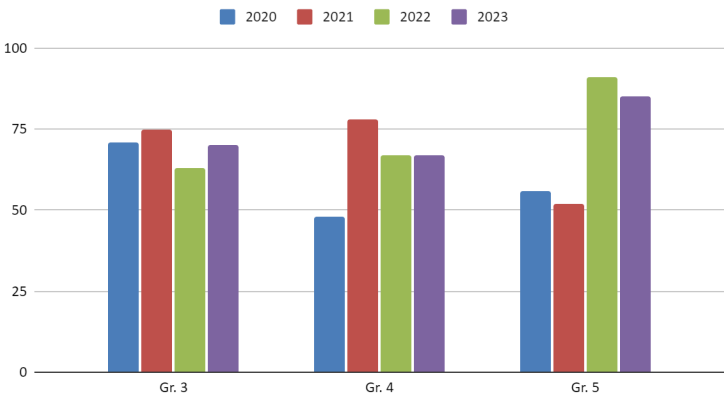
Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

In the area of reading the third graders have been steadily declining in the percentage of students meeting or exceeding their student growth percentiles. This will continue to be an area of focus. However, both 4th and 5th grade have been steadily increasing the percentage of students meeting or exceeding the student growth percentile.

Promise 3: Hope and Vision for the Future from Early Childhood through Post Secondary

EDUCATIONAL EFFECTIVENESS SURVEY DATA

There are several questions asked on the Educational Effectiveness Survey that shed light on hope and vision for the future. Again, there is much to celebrate.

- Areas of Celebration
    - Family/Parents: The schoolwork my student is assigned is relevant to their future success. increased by 18%
    - Family/Parents: The school is preparing my student for a successful future increased by 18%
    - Students: This school is doing a good job of preparing me to do well increased by 14%
    - Family/Parent: Students are encouraged to self-reflect and track progress towards goals increased 22%

We also have areas for focused growth.

- Areas of Growth
    - Staff: Students are encouraged to self-reflect and track progress towards goals decreased by 9%
    - Family/Parent: My student enjoys going to school decreased by 4%
    - Students: I enjoy coming to school remained the same with only 51% of students agreeing with the statement

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School Improvement Plan (Component #2 – Well–Rounded Educational Strategies)
Comprehensive Needs Assessment Summary with Identified Goals

The needs assessment has identified three areas of focus: 1) creating a sense of belonging for all stakeholders, 2) fostering an environment that encourages personalized instruction and 3) providing students with hope for the future. The following goals address each of these identified areas and establish the priorities for improvement resulting in increased student achievement as well as improved sense of joy for school and the future.

School Improvement Goal #1:
Ensure a safe and supportive learning environment through a culture of belonging by increasing parent involvement, student positive engagement, and teacher efficacy in order to increase students' sense of joy in attending school..

Measurable Success Indicators: 1) Increased number of students and parents reporting that students enjoy coming to school as measured through the Effective School Survey. 2) Continued improvement in parent involvement and bully/harassment prevention across all three groups as measured by ESS results.

Connection to the Medical Lake Promise: Promise 1 – Foster a safe and supportive learning environment through a culture of belonging

Activities	Measures	Timeframe	Lead
Parent: Continue the effective and authentic use of our communication system between home and school to promote student learning that is interactive and regularly used. • Update to date teacher webpage • Implement Parent Square • Parent/Family newsletter by grade level • Communicate curriculum resources for parents • Bullying Prevention material sent home regularly	Grade Level Newsletters Webpages Survey Results Parent Square Posts PTO Activities School Improvement Plan Parent Presentation	Ongoing throughout the school year	Principal / Assistant Principal Grade Level Teams Individual Teachers

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	Watch DOGS & MOMS Participation Data Conference Attendance Meet & Greet Attendance CEE Participation		
• Communicate student progress beyond parent/teacher conferences • Revitalize PTO • School Improvement Plan communicated to parents • Continue to build the Watch DOGS & MOMS program • Increase participation in CEE survey			
Students: Continue the implementation of the BELONG Partners curriculum as well as Second Steps Bullying Prevention curriculum to create a classroom and school community. • Class Meetings • Class Agreements • 5 Minute Chat • Check-In / Check-Out System • Positive Notes Home	Classroom Observations Decrease Behavior Referrals	On-going throughout the school year	Principal / Assistant Principal Grade Level Teams Individual Teachers
Students: Promote student voice and agency through schoolwide activities. • Assemblies • Musical performances • Grade level celebrations of learning • Older students younger students • Spirit Week (before winter break & at end the year) • Recess Switch • ASB • Principal Focus Groups • Field Trips	CEE Results Summary of Focus Groups ASB Minutes	On-going throughout the school year	Principal / Assistant Principal Counselor Grade Level Teams Individual Teachers
Staff: Implement Kagan Strategies (cooperative learning, community building)	Classroom Observations Friday Agendas	On-going throughout the school year	Principal/Assistant Principal Instructional Coaches / Teachers
Staff: Implement "Spotlight on Excellence" • Staff share promising practices	Friday Agendas	On-going throughout the school year	Instructional Coaches / Teachers

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Staff: Continue to implement the district's social emotional framework in every classroom, (BELONG Partners) ● Monthly Friday PD ● Tip Sheets ● Monthly Focus Area	Classroom Observations Friday Agendas	On-going throughout the school year	Principal / Assistant Principal Counselor Grade Level Teams Individual Teachers

<table>
<tr><td colspan="4" style="background:#F5C518">School Improvement Goal #2:
Provide learning opportunities that are challenging, rigorous and relevant by increasing personalized instruction in order to close the achievement gap for all students.</td></tr>
<tr><td colspan="4">Measurable Success Indicators: 1) Increased collaboration through PLCs aligned with student outcomes as measured through the ESS results as well as improvement in student achievement as measured through Smarter Balanced Assessment, AimsWeb and Classroom Based Assessments.</td></tr>
<tr><td colspan="4">Connection to the Medical Lake Promise: Promise 2 - Personalized Learning that is Challenging, Rigorous, and Relevant</td></tr>
<tr><td>Activities</td><td>Measures</td><td>Timeframe</td><td>Lead</td></tr>
<tr><td>Ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</td><td>Danielson Learning Walks

Danielson Data Walks

Walkthroughs Classrooms

Fidelity Checklists.</td><td>On-going throughout the school year</td><td>Principal / Assistant Principal

Building Leadership Team

Instructional Coaches</td></tr>
<tr><td>Continue to implement UDL strategies in all classrooms

● Friday Focus PD
● Monday Memo examples</td><td>Classroom Observations</td><td></td><td>Instructional Coaches / Teachers

Principal/Assistant Principal</td></tr>
<tr><td>Develop and implement universal supports

● List of supports (flexible seating, more time, repeat/rephrase directions etc)</td><td>Agendas</td><td>On-going throughout the school year</td><td>Leadership Team</td></tr>
<tr><td>Develop and implement a PLC process that is aligned with student outcomes</td><td>Agenda</td><td>On-going throughout the school year</td><td>Leadership Team</td></tr>
</table>

13

Facilitate collaborative processes resulting in continuous improvement
 	
    ● Grade Level PLC
    ● Grade Level Data PLC
    ● Interim Data
    ● Vertical Teams
    ● Instructional Coaching
    ● Mentor/Mentee
	PLC Action Planning Forms
	
	Friday Focus Agendas
	
	Leadership Committee Minutes
	
	Observations
		On-going throughout the school year	Principal / Assistant Principal
			
			Building Leadership Team
			
			Grade Level PLCs

Continue to develop and refine a system of tiered instructional support by providing ongoing professional development of inclusion for in class support
 	
    ● PD small group instruction
    ● Resource Bank
	Inclusion Numbers
	
	Student Growth for all students, students receiving Interventions and students with disabilities
		On-going throughout the school year	Principal / Assistant Principal
			
			Building Leadership Team
			
			Intervention Team/MTSS Team
			
			Special Education Staff

Analyze subsets of the student population to close the achievement gaps between them and the student population as a whole. (Students below the 21st percentile in literacy) ● MTSS Process /Intervention	AimsWeb SGP Data SBA Results	On-going throughout the school year	Principal / Assistant Principal MTSS Teams Grade Level Teams Individual Teachers

*

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School Improvement Goal #3:
Provide SEL support and increasing opportunities for student reflection to increase the percentage of students indicating preparedness for the future and the ability to set and monitor goals.as well as helping students find the joy in attending school.

Measurable Success Indicators: 1) Increased number of students and parents reporting that students enjoy coming to school as measured through the Effective School Survey 2) Increased number of students reporting that they set and monitor goals as measured by the ESS.

Connection to the Medical Lake Promise: Promise 3 – Promote Hope and Vision for the Future from Early Childhood through Post Secondary

Activities	Measures	Timeframe	Lead
Assist staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness	Meeting schedule with notes PLC feedback forms MTSS Notes Goal Setting Sheets	On–going throughout the school year	Principal / Assistant Principal
Implement student goal setting and data tracking	Data Tracking Sheets	On–going throughout the school year	Teachers
Provide college and career lessons for grades 1 – 5	Lessons Plans	December – May	Counselor
Conduct career interest inventories in grades 4 and 5. Inventories will be used to help students learn more about their interests, values and skills. These inventories will help students understand the possibilities and help them make well–informed decisions about their future.	Lesson Plans Inventory Summaries	January / February	Counselor Teachers

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MLSD School Improvement Plan
SY2024-25

School Overview	
Building: Hallett Elementary	**Grade Span:** Preschool–5th grade
Principal: Kristin Kuster	**Building Enrollment:** 497
District: Medical Lake School District	**F/R Percentage:** 54%
Board Approval Date: October 15, 2024	**Special Education Percentage:** 17%
Plan Date: SY2024-25	**English Learner Percentage:** 1%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational	

Washington Office of Superintendent of PUBLIC INSTRUCTION

School Leadership Team Members and Parent–Community Partners	
Kristin Kuster, Principal Ben Gilsdorf, Assistant Principal Hailey Van Soest, Teacher Amanda Potter, Teacher Danielle Griffis, Teacher Megan Hickman, Teacher Michael Constantine, Teacher Jennifer Vega, Teacher Alexis Kozyra, Teacher	Katrina Boyd, Teacher Karen Coins, Teacher Taylor McFarland, Counselor Laurie Christianson, Paraprofessional Shawndale Smith, PTSO President Julie Shrum, PTSO Secretary Amanda Fitzner, PTSO Treasurer Janea Smalls, PTSO Vice President Keisa Haines, PTSO Events Coordinator

School's Vision and Mission	
The Medical Lake Promise We promise to Foster a **safe and supportive learning environment** through a **culture of belonging** Focus on **personalized instruction** that is **engaging, challenging, and relevant** Promote **hope** and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day** *Every Student, Every Day*	At Hallett Elementary we will - Provide a safe and supportive learning environment through a culture of belonging by increasing parent involvement and systems for celebrating all students. Provide learning opportunities that are challenging, rigorous and relevant by increasing inclusive support for diverse student needs. Provide hope and vision for the future by increasing SEL supports and increasing real world learning opportunities.

2

Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Promise #1 - Safe and Supportive Learning Environment through a Culture of Belonging

Data to review:

DISCIPLINE DATA: SWIS
- Celebration
  - Decrease in office referrals by 23%
- Priority for Improvement
  - Maintain low numbers of office referrals
    - Develop PBIS lessons for bus behavior
  - Increase celebrations of student success
    - Weekly postcards and recognition home

Continue PBIS school wide, utilize Belong Partners and Second Step curriculum in the classroom, and communication with families to facilitate social emotional learning. Continued focus on PBIS expectations - Safe, Responsible and Respectful, lessons taught and reviewed with students and staff.

SWIS Office Referrals

■ 21/22   ■ 22/23   ■ 23/24
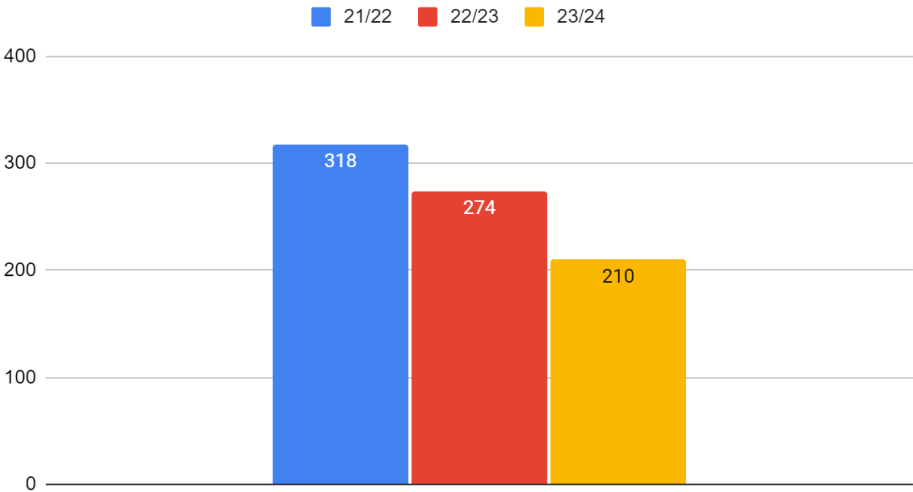
- Each year, every disciplinary office referral is tracked in the SWIS data system. In the 21/22 school year, there were 318 office referrals. In the 22/23 school year there were 274 office referrals. In the 23/24 school year there were 210 office referrals. Our data has shown continued improvement year over year. From 21/22 to 23/24 there was a 34% decrease in office referrals.

3

Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)
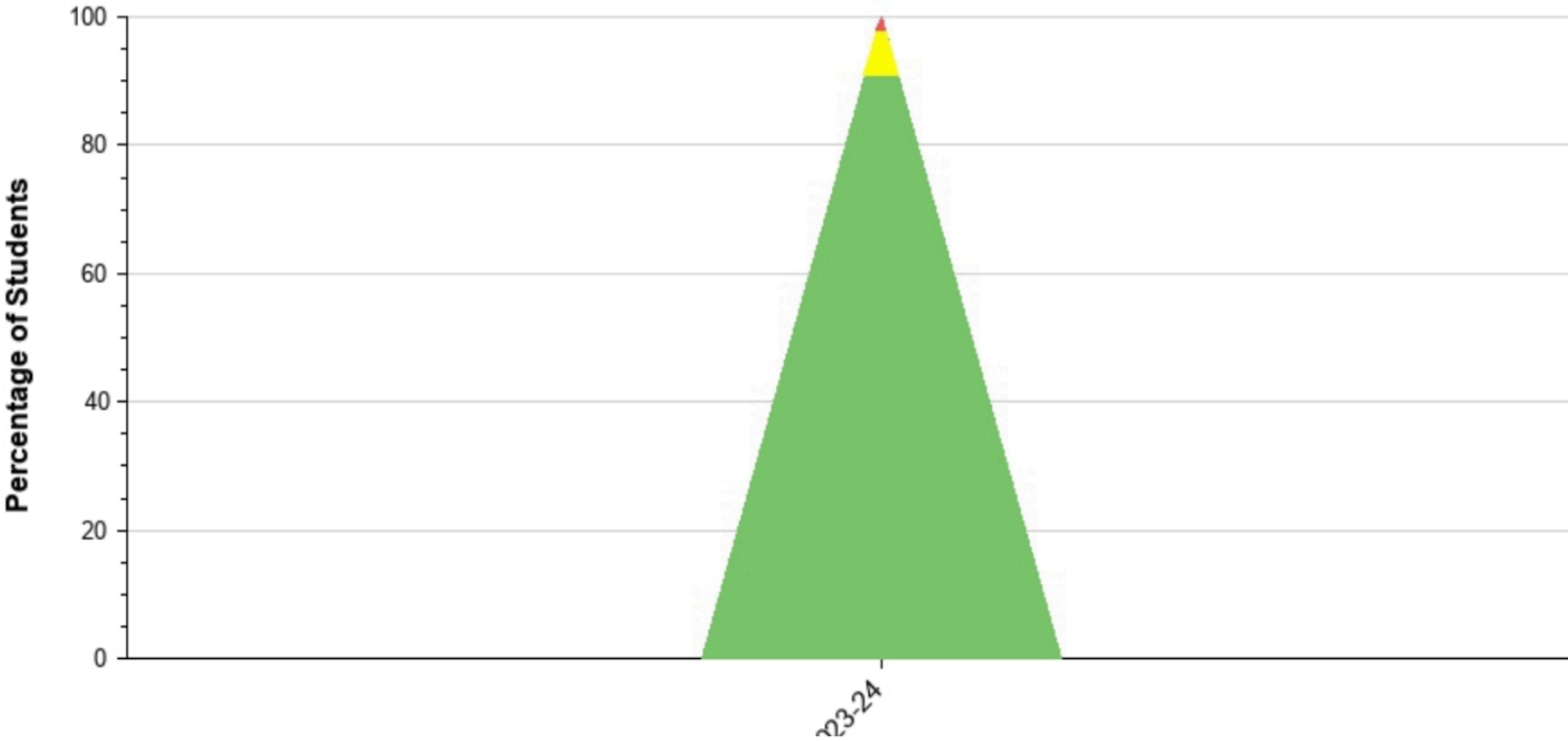
- Green represents 92% of students who had 0-1 office referrals in the 2023-24 school year.
- Yellow represents 7% of students who had 2-5 office referrals in the 2023-2024 school year.
- Red represents 1% of students who had 6 or more office referrals in the 2023-2024 school year.
- Overall 99% of our students are regularly meeting school wide expectations - Safe, Responsible and Respectful.

Promise #2 - Personalized Learning that is Challenging, Rigorous and Relevant

4

Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Data to review:

Ensure high expectations for differentiated student learning through inclusionary practices.

STAFF DATA

- Danielson Data Walks - based on Domain 3 Checklist

Hallett Elementary Danielson Data 2023/2024

Legend: Fall, Winter, Spring

Danielson Components
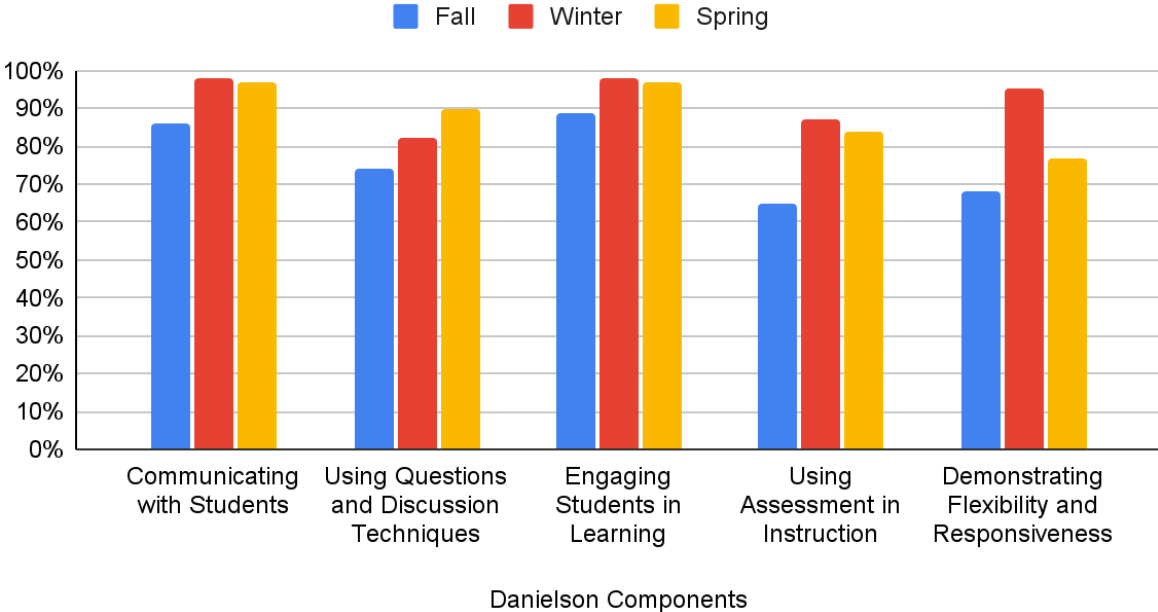
- Staff data walks were conducted to collect data on effective teaching practices based on the Danielson framework. For the 23-24 school year, the checklist was composed of all Danielson components that fall in the Domain 3 - Instruction. All classrooms were observed by their peers. Data was collected three times within the year by teachers on the data walk team. After each walk, members of the team present the data to the staff and areas of celebration and growth are discussed. This teacher driven initiative shows a high level of collaboration and trust between colleagues.

5

Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

As a building we have been working to increase proficiency in ELA by providing more individualized instruction within the classroom. In the 23-24 school year we built a block schedule to provide all teachers with a small group time. We are continuing to notice that our students with disabilities are not growing at a desirable rate. With that information we are continuing to increase inclusionary practices so that all students are able to access grade level curriculum. For the 24-25 school year we will implement grade level data team meetings, monthly PLC data meetings as well as monthly intervention team meetings. These checkpoints will allow staff to better understand student progress and will be able to make adjustments to small groups as needed.

ACADEMIC DATA

- Celebration- High ELA SBA cohort growth 3rd to 4th (+8%) and 4th to 5th (+9%)

Hallett SBA ELA Proficiency

6
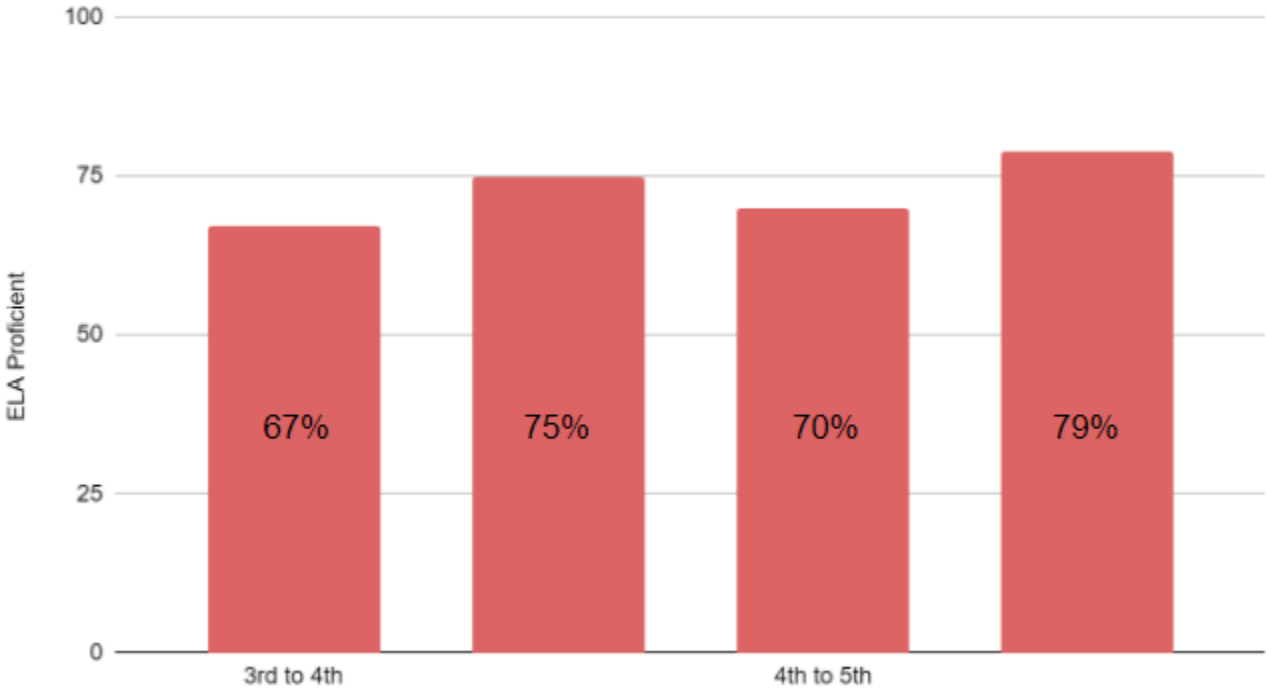
Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Priority for Improvement- There is a disparity between the student growth percentiles for students with disabilities on the state assessment.

4th ELA

	Median SGP
Students with Disabilities	46.50
Students without Disabilities	57.00

4th Math

	Median SGP
Students with Disabilities	60.50
Students without Disabilities	55.00

5th ELA

	Median SGP
Students with Disabilities	44.50
Students without Disabilities	75.00

5th Math

	Median SGP
Students with Disabilities	51.50
Students without Disabilities	73.50

7
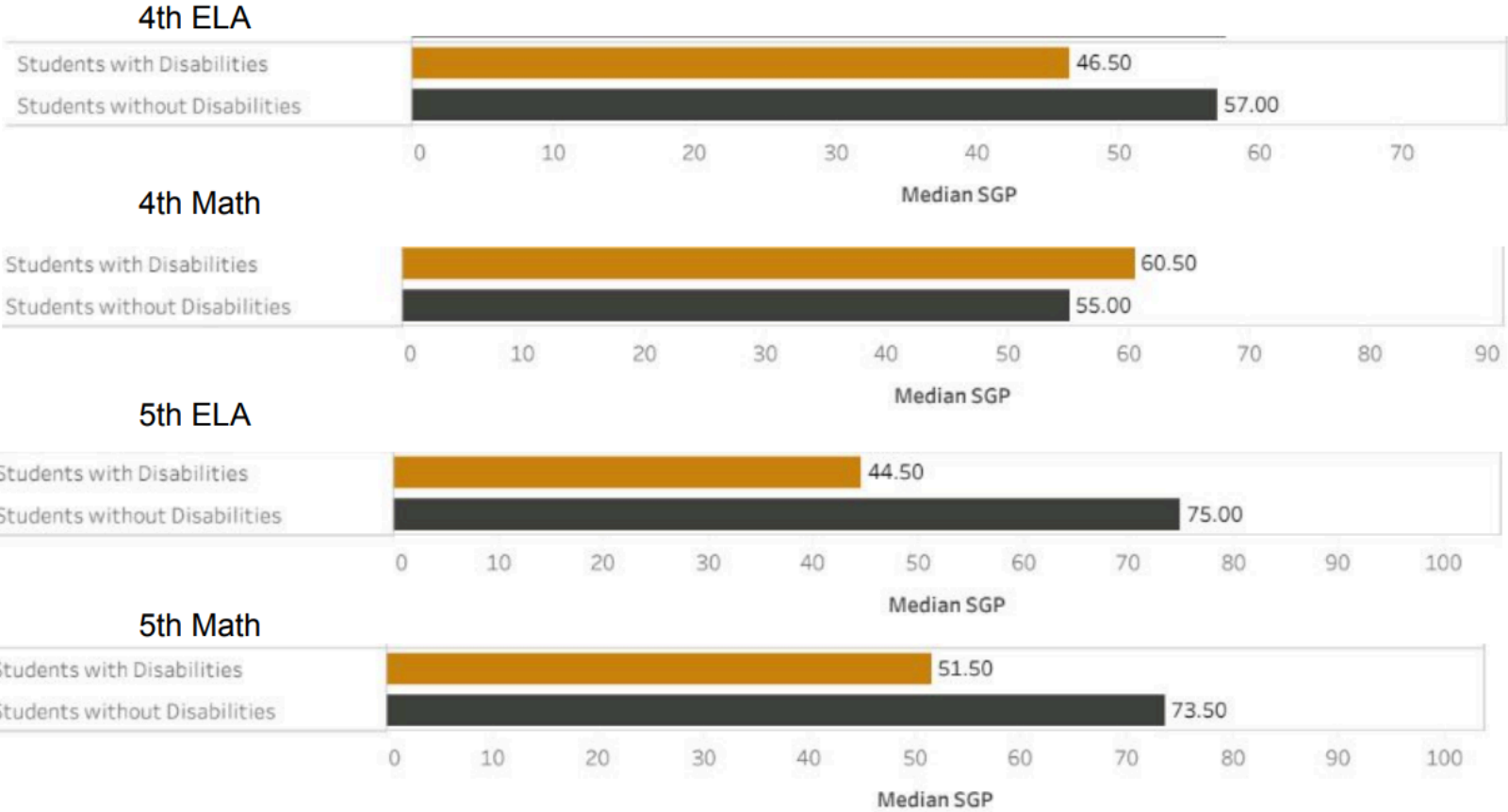
Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Promise #3 - Hope and Vision for the Future from Early Childhood through Post Secondary

Data to review:

REAL WORLD OPPORTUNITY DATA:

- In previous years there were only two field trips, Silverwood and Camp Reed. Last year several grades added field trips and guest speakers to their year long plans. This year, every grade level is planning at least one field trip to make deeper connections to grade level curriculum. As a building, we are working with our ASB to increase student voice and to bring in additional learning opportunities and/or guest speakers. This is important because we recognize there is an opportunity gap for many of our students. The reforestation project last year allowed us to see the positive impact it had on our kids and our community. We want to continue to provide students with real world experiences connected to the promise of providing hope and vision for the future. We have an obligation as school leaders to foster responsible citizens.

School Improvement Plan (Component #2 – Well–Rounded Educational Strategies)

Comprehensive Needs Assessment Summary with Identified Goals

Based upon the data that we reviewed in our needs assessment, we determined our priorities for the 24–25 school year. First, we are improving our PBIS systems in order to maintain low numbers of office referrals. This is directly connected to ensuring a safe learning environment for students and staff. There has been a 34% decrease in office referrals since the 22/23 school year. We will continue this work and track progress through SWIS.

Next, we will increase celebrations for student success. Last year we increased recognition of success through our PBIS rewards room, Hawk Heights. This year we will track increased student celebrations through our new family connection initiative utilizing postcards. This is connected to creating a culture of belonging throughout the school.

The core instructional focus is to increase individualized instruction through data driven small group instruction. We saw positive cohort growth on the SBA. We also saw a need to address disproportionality data also collected through SBA testing. We will be monitoring the impact of this work through Aimsweb district testing, Aimsweb progress monitoring, and SBA data. This is connected to the promise to provide individualized instruction that is challenging, engaging, and relevant.

Lastly, we will increase real world learning opportunities for all students. Last year we successfully increased the number of grade levels participating in field trips. However not all students had an opportunity for a real world connection to their curriculum. We will be tracking this work by tracking the number of opportunities students have at each grade level. This is connected to providing a hope and vision for the future.

8

School Improvement Goal #1:

Provide a safe and supportive learning environment through a culture of belonging by increasing parent involvement and systems for celebrating all students.

Measurable Success Indicators: A decrease in the number of office referrals for the 24/25 school year and an increase in number of opportunities for parent involvement through field trips, volunteering, and parent events.

Connection to the Medical Lake Promise: Connected to promise statement 1 - Foster a safe and supportive learning environment through a culture of belonging.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Grade Level teams, specialists, and interventionists implement plans to communicate with families and celebrate students.	• ParentSquare • Postcard celebrations	• September-June	• Leadership representative	• Newsletters • Parent Square • Red Folders/Planners
Activity 2 Continue to improve SEL support including PBIS, Belong Partners etc by increasing staff training and refining PBIS through Friday Late Starts focusing on behavior data and community building in the classroom.	• SWIS behavior data • Positive communication home	• August to June	• Administration • Counselor • Teachers	• Leadership Team • Belong Partners Pacing Guide • Postcards

9

School Improvement Goal #2:

Provide learning opportunities that are challenging, rigorous and relevant by increasing support for diverse student needs.

Measurable Success Indicators: Cohort growth in testing data. An increase in student growth percentiles for students with disabilities on state assessment.

Connection to the Medical Lake Promise: Connected to promise statement 2 - Focus on personalized instruction that is engaging, challenging and relevant.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Grade Level teams, specialists, and interventionists implement data driven small group instruction in the classroom through inclusion and targeted instruction.	• Aimsweb data- benchmark and progress monitoring • Classroom based assessments • IEP goal data	• Teams develop plans in September. Teams monitor plans in January and May.	• Leadership representative • Admin	• Teaching resources • Late start Friday PD • PLC monthly data meetings • Grade level data meeting in Sept and as needed
Activity 2 Coordinate intervention team collaboration and grade level teams to ensure all students receive individualized instruction.	• Aimsweb data • IEP data • Classroom data	• August to June	• Intervention staff • Administrators • Classroom teachers	• Grade Level data meetings in Sept and as needed • Monthly PLC data meetings • Monthly intervention team meeting

10

School Improvement Goal #3:

Provide hope and vision for the future by increasing SEL supports and increasing real world learning opportunities.

Measurable Success Indicators: Quantity of field trips, guest speakers, or other real world activities.

Connection to the Medical Lake Promise: Connected to Promise statement 3 - Promote hope and vision for the future from Early Learning through Post Secondary for Every Student, Every Day.

Activities	Measures	Timeframe	Lead	Resources
What evidenced–based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Coordinate and implement SEL Small Groups to increase student social and emotional skills	- SEL universal screener - Staff referrals	September-June	- Counselor - Intervention team	- Screener - Counselor time to serve students - Intervention team meetings to analyze data and establish groups
Activity 2 Increase real world learning opportunities through field trips, guest speakers, and hands-on learning that align with grade level curriculum content	Quantity of field trips, guest speakers, or other real world activities	September-June	Grade Level teams	- ASB Funds - Planning time during PD

11

MLSD School Improvement Plan

SY2024-25

School Overview	
Building: Medical Lake Middle School	**Grade Span:** 6-8
Principal: Shelby Schoesler	**Building Enrollment:** 380
District: Medical Lake School District	**F/R Percentage:** 44%
Board Approval Date: October 15, 2024	**Special Education Percentage:** 12%
Plan Date: SY2024-25	**English Learner Percentage:** 2%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational	

School Leadership Team Members and Parent-Community Partners	
Shelby Schoesler- Principal	Brenda Baughman- Intervention PLC Lead
Lyra McGirk- Assistant Principal	Sara Lamb- Intervention PLC Lead
Ted Koch-Success Team and Highly Capable Coordinator	Heather Reither- SpEd PLC Lead
Rachael Roll-Success Team and Highly Capable Coordinator	Anna Bollinger- History PLC Lead
Theresa McDowell- Success Team	Chad Powers- Science PLC Lead
Karin Parkinson- Success Team	Carey Schwarzer- Math PLC Lead
Lynee Clay- Success Team	Scott Dayton- Assessment & 504 Coordinator

Washington Office of Superintendent of PUBLIC INSTRUCTION

School's Vision and Mission

Our collective purpose at MLMS is to foster safety and belonging for students and staff by challenging students in an inclusive school culture.

The Medical Lake Promise

We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

Promote hope and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

Every Student, Every Day

RHYTHM OF OUR WORK MLMS 24-25

WHY

WHY → **WHAT** → **HOW**

MLSD Promise
Foster a safe and supportive learning environment through a culture of belonging.

Focus on personalized instruction that is engaging, challenging and relevant.

Promote hope and a vision for the future from Early Learning through Post-Secondary For Every Student, Every Day

MLMS Promise
Our mission is to foster a sense of belonging and safety for students and staff by challenging students in an inclusive school culture.

Success Team Purpose
To implement academic, behavioral and social emotional systems of support, utilizing data in real time.

Shared Planning Purpose
Collaboratively design and implement strategies that ensure all students have equitable access to grade-level standards and demonstrate measurable growth towards achieving those standards.

Admin Team Purpose
Implement effective support systems for both staff and students, ensuring they have the resources needed to succeed in an inclusive environment. Create a supportive environment where all students, staff, and community members feel valued and empowered.

Systemic Goal 1
Using data to implement systems of support that meet the behavioral, attendance, social emotional and achievement needs of students.

Systemic Goal 2
Develop a collaborative culture that focuses on curriculum, instruction, and assessment practices that improve student learning.

Systemic Goal 3
Create positive school and community relationships that assist each student to envision their future.

- Success Team
- Criteria to identify supports for red/yellow/green students
- Tier 1, Tier 2 and Tier 3 supports
- Data Dashboard

- Weekly content PLC
- 6 Period Schedule
- Weekly shared planning
- Co-teaching and Intervention ELA, math & science
- Shift to providing more SDI in GenEd
- SDI & Intervention shared planning tools
- Identify our purpose of grade level PLC
- Build our intervention model
- Build our Co-teaching model
- Create a process to analyze student progress towards grade level standards
- Build a structure for teacher driven small group intervention

Linked Graphic

2

Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

As it relates to Behavior (including social-emotional wellness), Attendance, and Academics, how are your students doing? How do you know? What specific priorities are revealed through your review of data?

Behavior

From the 2022/23 school year to the 2023/24 school year, the referral rate decreased from 815 to 398, representing a decrease of approximately 51%. This rate is still about 29% higher than that of the 2021/22 school year. Additionally, we remain above the national average for referrals in the month of February.
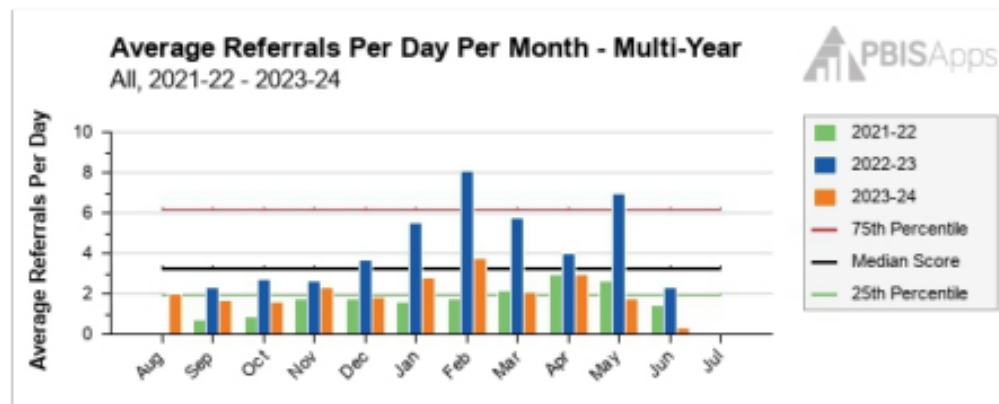
Social-Emotional Wellness

Tier II Supports: Counseling Groups based on need (4-6 groups a year between counselors addressing topics such as anxiety, friendship and connections, body image, self-awareness, advocacy, resilience and self-esteem. Addressing skills deficits with skill building including: active listening, identifying and working through feelings, conflict resolution, problem-solving, calming anxiety, reframing negative situations, and resilience building. Each group runs 8-10 weeks, and serves 6-10 students each. Total students served includes, on average, 30-40 students a year. Student growth and progress will be added to our MLMS data dashboard this school year.

Attendance

The percentage of students attending Medical Lake Middle School during the 2023/24 school year who meet or exceed 90% attendance is as follows:

- All students: 64%
- 504 Plan students: 59%
- Special Education students: 53%
- Free/Reduced lunch students: 54%

3

Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Achievement

ELA Analysis

- Based on last year, 29% of our current 6th grade students did not meet proficiency of grade-level ELA standards. Lack of proficiency is demonstrated by meeting at least one of the following criteria:
  - Scoring 1 or 2 on the ELA SBA
  - Scoring in the 1-20th percentile on Spring ELA aimsweb
- Based on last year, 33% of our current 7th grade students and 23% of current 8th-grade students did not meet proficiency of grade-level ELA standards. Lack of proficiency is demonstrated by meeting at least two of the following criteria:
  - Scoring 1 or 2 on the ELA SBA
  - Scoring in the 1-20th percentile on Spring ELA NWEA
  - Earning 1 or 2 in ELA course for Quarter 4
- ELA SBA Spring 2024
  - A significant gap exists between the performance of students with and without an IEP.
    - 6th Grade: 15% of students with an IEP scored at grade level. 63% of students without an IEP scored at grade level.
    - 7th Grade: 0% of students with an IEP scored at grade level. 69% of students without an IEP scored at grade level.
    - 8th Grade: 6% of students with an IEP scored at grade level. 56% of students without an IEP scored at grade level.
  - Students with an IEP at Medical Lake Middle School are performing below their state peers in 7th and 8th grade ELA.
    - 7th Grade: WA State 14% of students with an IEP scored at grade level vs. MLMS 0% of students with an IEP scored at grade level.
    - 8th Grade: WA State 13% of students with an IEP scored at grade level vs. MLMS 6% of students with an IEP scored at grade level.

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
State WASHINGTON	6	2023-24	Overall	76583		2520 ± 0	51%	48%
			IEP: Yes	9868		2427 ± 1	85%	14%
			IEP: No	66715		2533 ± 0	46%	53%
	7	2023-24	Overall	76621		2547 ± 0	48%	51%
			IEP: Yes	9493		2445 ± 1	85%	14%
			IEP: No	67128		2562 ± 0	42%	57%
	8	2023-24	Overall	76497		2557 ± 0	50%	49%
			IEP: Yes	8890		2451 ± 1	86%	13%
			IEP: No	67607		2571 ± 0	45%	54%

4

Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

School Medical Lake Mi...	6	2023-24	Overall	126		2558 ± 9	41%	58%
			IEP: Yes	13		2457 ± 20	84%	15%
			IEP: No	113		2570 ± 9	36%	63%
	7	2023-24	Overall	109		2566 ± 8	38%	61%
			IEP: Yes	12		2432 ± 17	100%	0%
			IEP: No	97		2583 ± 7	30%	69%
	8	2023-24	Overall	117		2558 ± 10	49%	50%
			IEP: Yes	15		2440 ± 24	93%	6%
			IEP: No	102		2576 ± 10	43%	56%

Math Analysis

- Based on last year, 42% of our current 6th grade students did not meet proficiency of grade-level math standards. Lack of proficiency is demonstrated by meeting at least one of the following criteria:
  - Scoring 1 or 2 on the Math SBA
  - Scoring in the 1-20th percentile on Spring Math aimsweb
- Based on last year, 33% of our current 7th grade students and 29% of our current 8th grade students did not meet proficiency of grade level math standards. Lack of proficiency is demonstrated by meeting at least two of the following criteria:
  - Scoring 1 or 2 on the Math SBA
  - Scoring in the 1-20th percentile on Spring Math NWEA
  - Earning 1 or 2 in Math course for Quarter 4
- Math SBA Spring 2024
  - A significant gap exists between the performance of students with and without an IEP.
    - 6th Grade: 23% of students with an IEP scored at grade level. 64% of students without an IEP scored at grade level.
    - 7th Grade: 0% of students with an IEP scored at grade level. 59% of students without an IEP scored at grade level.
    - 8th Grade: 0% of students with an IEP scored at grade level. 45% of students without an IEP scored at grade level.
  - Students with an IEP at Medical Lake Middle School are performing below their state peers in 7th and 8th grade math.
    - 7th Grade: WA State 10% of students with an IEP scored at grade level vs. MLMS 0% of students with an IEP scored at grade level.
    - 8th Grade: WA State 8% of students with an IEP scored at grade level vs. MLMS 0% of students with an IEP scored at grade level.

5

Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
State WASHINGTON	6	2023-24	Overall	77207		2510 ± 0	61%	38%
			IEP: Yes	9824		2404 ± 1	88%	11%
			IEP: No	67383		2526 ± 0	57%	42%
	7	2023-24	Overall	77183		2527 ± 0	60%	39%
			IEP: Yes	9430		2416 ± 1	89%	10%
			IEP: No	67753		2543 ± 0	56%	43%
	8	2023-24	Overall	76977		2537 ± 0	64%	35%
			IEP: Yes	8854		2418 ± 1	91%	8%
			IEP: No	68123		2552 ± 0	61%	38%
School Medical Lake Mi...	6	2023-24	Overall	127		2570 ± 9	40%	59%
			IEP: Yes	13		2459 ± 27	76%	23%
			IEP: No	114		2583 ± 9	35%	64%
	7	2023-24	Overall	108		2567 ± 8	47%	52%
			IEP: Yes	12		2436 ± 13	100%	0%
			IEP: No	96		2583 ± 8	40%	59%
	8	2023-24	Overall	118		2546 ± 11	60%	39%
			IEP: Yes	15		2413 ± 20	100%	0%
			IEP: No	103		2566 ± 11	54%	45%

School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Comprehensive Needs Assessment Summary with Identified Goals

In this space, summarize the findings of your needs assessment. Please identify strengths and priorities for improvement. Based on the priorities you identified, what specific school improvement goals will you focus on this year? Include the metrics you'll be using to "keep score" of your progress.

Strengths

1. **Behavior Dashboard Impact**: The Success Team's focus on the Behavior Dashboard led to a significant decrease in behavior referrals. From the 2022/23 school year to the 2023/24 school year, the referral rate dropped from 815 to 398, representing an approximate 51% decrease.

6

School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Student	Gr	Behavior	Support Receiving	Person	Majors	Minors	Staff Perception
	8	Language, Disrespect	walk and talks to refocus	Ted	2	1	Y
	6	Physical, Tobacco, Disrespect		Rachael	3		Y
	7	Tobacco		Rachael	1		Y
	8	Technology, Threat	Choice board topics; SEL	Tanner	1	1	
	7	Racial slur		Halle & Melissa	2		Y
	6	Physical, Boundaries, Can't focus more than 1 minute		Ted	1		
	7	Defiance		Rachael	1	1	
	7			Rachael			N
	8	Harassment, Disrespect		Rachael	2	1	
	7	Anger when redirected, peer interactions		Ted			
	8	Technology; Harassment, inappropriate language	Mental health supports	Rachael	1	1	
	8	Bullying, Tobacco, Attendance		Rachael	2		N
	7	Vape		Halle	1		

Green	351
Yellow	13
Red	16

2. **Academic Performance**: The Math and ELA SBA scores for 6th, 7th, and 8th-grade students at MLMS were above state averages for students scoring at or above grade level.

3. **Growth for Students with Disabilities**: Students with disabilities showed higher growth percentiles on the 6th-grade ELA SBA and the 7th-grade Math SBA compared to students without disabilities.

7

School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Ensuring educational equity:
Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

District Name
All

School Name
Medical Lake Middle School

Grade Level
06

Subject
English Language Arts

For 2023-24, What was the Median Growth Percentile by Equity Group?

Ensuring educational equity:
Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

District Name
All

School Name
Medical Lake Middle School

Grade Level
07

Subject
Math
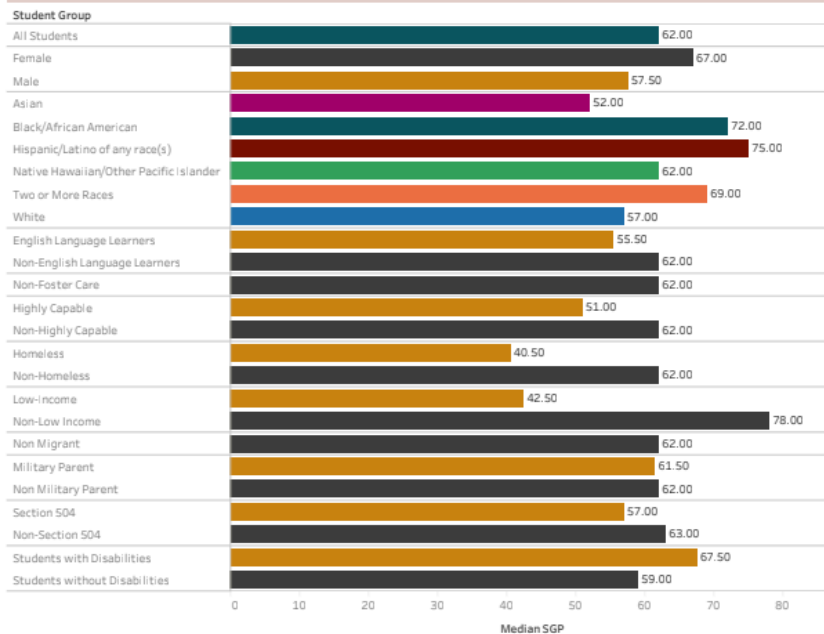
For 2023-24, What was the Median Growth Percentile by Equity Group?
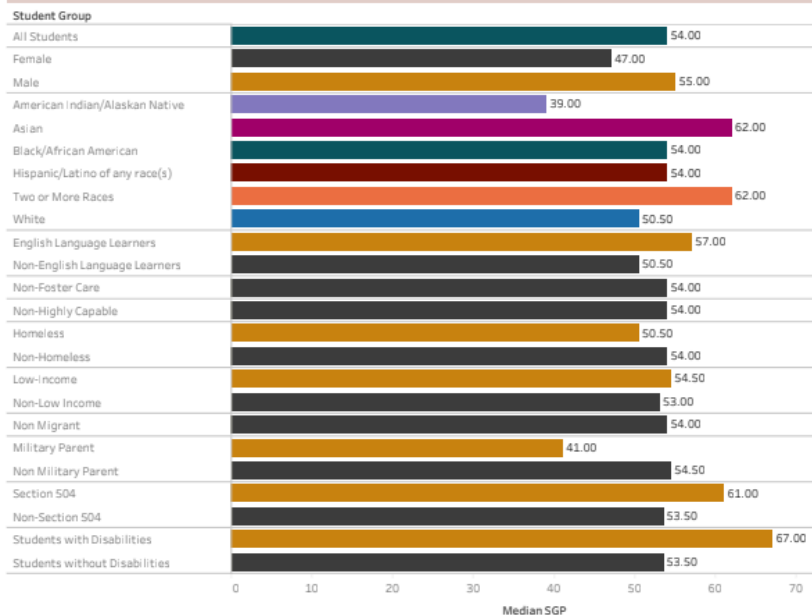
4. **Staff Commitment (CEE Results)**:
   ○ 100% of staff agreed with the following statements:
      ■ "Staff at this school value and respect all students."
      ■ "My colleagues are willing to work at changing this school for the better."
      ■ "I am willing to work at changing my school for the better."
5. **Student Engagement in Equity Conversations**: In the student CEE survey, there was a 12.3% increase in agreement with the statement, "Our school engages in difficult conversations about race, gender, oppression, and discrimination."
6. **Staff Engagement in Equity Conversations**: The staff CEE survey results showed a 32.7% increase in agreement with the statement, "Our school community engages in difficult conversations about race, gender, oppression, and discrimination."

8

School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

7. **Parent-Teacher Collaboration**: The parent CEE survey showed a 10% increase in agreement with the statement, "I am encouraged to collaborate with my student's teachers about my student's learning."

Priority 1: Expand the Success Team's Focus on Social Emotion Support, Attendance and Academics

Last year's data dashboard focused on implementing behavioral support and utilizing data in real time. This year, we need to expand it to include social-emotional, academic, and attendance data. Throughout the year, 55 students received support, and we ended with 13 students in the red zone in June.

9

School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Goal 1: Systemic Goal #1 Using data to implement systems of support that meet the behavioral, attendance, social-emotional, and academic needs of students.

Metrics:

- **Increased Number of Students in the "Green" Zone:** Track and report the increase in students categorized in the "green" zone for behavior, social-emotional wellness, academic performance, and attendance. Progress will be measured by growth in the number of students in this zone by the end of the year. Compare baseline data at the start of the year with mid-year and end-of-year data to demonstrate progress, with weekly tracking during Success Team meetings.
- **Reduction of Students in the "Red" Zone:** Decrease the number of students in the "red" zone for behavior, social-emotional wellness, academic performance, and attendance by the end of the year. Weekly Success Team meetings will monitor progress to ensure consistent improvement.
- **Real-Time Data Utilization:** Ensure the data dashboard includes real-time tracking of behavioral, social-emotional, academic, and attendance data, enabling adjustments to interventions as needed.
- **Targeted Interventions and Progress Monitoring:** Track the number of students receiving targeted interventions and monitor their progress from the "red" or "yellow" zone to the "green" zone. Review the effectiveness of interventions during weekly Success Team meetings to ensure steady progress for more students.

Priority 2: Increase the Number of Students Meeting Grade-Level Standards in ELA and Math

Close the achievement gap between students with and without IEPs, focusing on improving scores in ELA and Math.

Goal 2: Systemic Goal #2 Develop a collaborative culture by focusing on curriculum, instruction, and assessment practices to improve teaching and learning.

Metrics:

- **Increase in Proficiency:** Measure the number of students meeting proficiency in Math and ELA through the following criteria:
  - Scoring a 3 or 4 on the SBA.
  - Scoring in the 61st to 100th percentile on the Spring NWEA.
  - Earning a 3 or 4 in their ELA and Math courses for Quarter 4.
- **Closing the Achievement Gap:** Focus on decreasing the performance gap between students with and without an IEP by demonstrating at or above grade-level achievement on the SBA.

Priority 3: Strengthen the Connection Between the Community and Our School

Strengthen school-community relationships to help each student envision their future.

Goal 3: Systemic Goal #3 Create positive school and community relationships that assist each student in envisioning their future.

Metrics:

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School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)
Increased Parent and Community Involvement: Track the number of parents and community members participating in school events, meetings, and activities throughout the year. Aim for increased attendance and engagement at events organized by the parent support group and other community-focused initiatives.   **Quarterly Community Engagement Events:** Successfully organize and host at least one community-focused event per quarter, with participation from local organizations, businesses, and families. Measure event impact through surveys and feedback to assess the sense of community connection and involvement.   **Action Teams Based on CEE Data:** Form action teams to address concerns raised in the CEE data, with measurable outcomes such as the implementation of changes or programs. Track improvements in CEE survey results annually to measure whether concerns are being addressed and satisfaction with school-community relationships is improving.   **Increased Satisfaction in CEE Data:** Monitor the CEE survey for improved ratings in areas related to parent engagement, community involvement, and school climate, reflecting successful efforts to strengthen school-community relationships.

School Improvement Goal #1:
Systemic Goal #1 : Using data to implement systems of support that meet the behavioral, attendance, social emotional and achievement needs of students.
Measurable Success Indicators: How will you know you've accomplished your goal or made progress toward doing so? Expand the data dashboard to include social-emotional, academic, and attendance metrics, in addition to behavioral data, to provide a comprehensive support system. By the end of the year, increase the number of students in the "green" zone across all areas (behavior, social-emotional, academic, and attendance) Additionally, reduce the number of students in the "red" zone by June through targeted interventions and real-time progress monitoring. **Measurable Success Indicators:** 1. **Increased Number of Students in the "Green" Zone**:   - Track and report the increase in students categorized in the "green" zone for behavior, social-emotional wellness, academic performance, and attendance. Progress will be shown by growth in the number of students in the "green" zone by the end of the year.   - Compare baseline data at the start of the year with mid-year and end-of-year data to demonstrate progress, with weekly tracking during Success Team meetings.   2. **Reduction of Students in the "Red" Zone**:   - Decrease the number of students in the "red" zone for behavior, social-emotional wellness, academic performance, and attendance by the end of the year.

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- Track progress weekly during Success Team meetings to ensure steady progress.

3. **Real-Time Data Utilization**:
    - Ensure that the expanded data dashboard includes real-time tracking of behavioral, social-emotional, academic, and attendance data and adjust interventions based on real-time data.

4. **Targeted Interventions and Progress Monitoring**:
    - Track the number of students receiving targeted interventions and monitor their progress in moving from the "red" or "yellow" zone to the "green" zone.
    - Weekly Success Team meetings will review the effectiveness of interventions and ensure more students progress out of the "red" zone.

Connection to the Medical Lake Promise: How does this goal connect to the Medical Lake Promise?

Systemic Goal #1—"Using data to implement systems of support that meet the behavioral, attendance, social-emotional, and achievement needs of students"—is closely aligned with the district's promise to foster a safe and supportive learning environment through a culture of belonging.

- **Safe and Supportive Environment**: By using data to track and address behavioral, attendance, social-emotional, and academic needs, the school is better equipped to identify students who may be struggling in any of these areas. Early identification allows for timely interventions that help create a safe and supportive environment where students feel seen and valued. The data-driven approach ensures that all students are receiving the support they need to thrive within a nurturing school culture.
- **Culture of Belonging**: Systemic Goal #1 fosters a culture of belonging by ensuring that no student falls through the cracks. The use of data to monitor student progress allows for personalized support tailored to each student's needs, reinforcing the district's commitment to inclusivity. When students feel supported in their academic, social-emotional, and behavioral development, they are more likely to feel a strong sense of belonging in the school community.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*

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Activity 1 : Success Team & Data Dashboard	Key Performance Indicators (KPIs):	The Success Team will meet weekly throughout the school year. Behavior data will be updated weekly, and attendance will be updated bi-weekly. Teachers will share student progress toward standards on a 3 week cycle.	Implementing, Measuring & Adjusting:	Coach Specialist: Chuck Salina, PhD

The implementation of the Success Team focuses on behavior management, attendance, and academics, supported by a data dashboard that integrates academic, behavioral, and social-emotional systems of support, utilizing real-time data for effective interventions.
 	
Provide real time support to students identified as red and yellow by our school counselors: Check and Connect, Goal Setting and Monitoring and Walk and Talks.
Admin and Counselor 1:1s with Teachers
	1. Discipline Referrals:
	   ● Track the number of discipline referrals per student. A reduction in referrals will indicate positive behavioral improvements and successful intervention.
	2. Attendance Rates:
	   ● Monitor each student's attendance. Improved attendance rates or reduced absenteeism will indicate progress in student engagement and school participation.
	3. Quarter Grades:
	   ● Measure students' quarter grades in core subjects (ELA, Math, Science, etc.). Progress will be indicated by improvements in students' grades from quarter to quarter.
	4. Benchmark Assessments:
	   ● Track individual student progress on benchmark assessments (e.g., NWEA, aimsweb). Improvement in these scores will reflect academic growth and proficiency gains.
	5. SBA Assessments:
	   ● Monitor students' performance on the SBA (Smarter Balanced Assessment). An increase in the number of students scoring at or above proficiency will indicate successful instructional strategies and interventions.
	6. Staff Perception of Student Progress:
	   ● Gather staff feedback on student progress in behavior, attendance, and academics. Perceptions and reports from staff during Success Team meetings will reflect the effectiveness of interventions and supports.
			Weekly: Administration and Counselors
			Bi-Weekly: Psychologist, Attendance/Discipline Secretary, Nurse
			Additional involvement on 3 week cycle: Interventionists- Math, ELA, Special Education and Psychologist
				Powerless to Powerful Transforming Schools Through Systems Change
				
				Data management system for identifying Red, Yellow & Green students weekly

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	How will you ensure the activity is having a positive impact for students?
	
	1. <u>Track the Number of Students Receiving Targeted Interventions:</u>
	    ● Maintain a detailed record of students receiving specific interventions for behavior, attendance, or academics.
	
	2. <u>Monitor Progress Toward the "Green" Zone:</u>
	    ● Regularly monitor and assess student progress through established KPIs, such as discipline referrals, attendance rates, quarter grades, and benchmark assessments. Weekly reviews in Success Team meetings will ensure that interventions are making a difference.
	    ● Track patterns of improvement, specifically focusing on students moving from the "red" or "yellow" zones to the "green" zone, indicating successful progress.
	
	3. <u>Behavior and Attendance Evidence:</u>
	    ● Use behavioral data (e.g., reduction in referrals, positive behavior reports) and attendance data (e.g., improved attendance rates, reduced tardiness) to provide evidence of movement toward the green zone.
	    ● Collect and analyze data from the expanded dashboard, ensuring the information is reviewed weekly in Success Team meetings to verify that students are progressing and interventions are effective.
	
	4. <u>Adjust Interventions as Needed:</u>
	    ● Based on the data, adjust or modify interventions if a student is not showing progress. The real-time feedback provided by the data will help fine-tune			

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	support to ensure the impact is positive and sustained.			
Activity 2: Counseling Groups	Needs Assessments District-Wide SEL Screener Pre-and Post-Group Assessments	Multiple 8-10 week groups based on student needs	Counseling Team	District-wide comprehensive school counseling program planning

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School Improvement Goal #2:

Systemic Goal 2: Develop a collaborative culture by focusing on Curriculum, Instruction, and Assessment practices to improve teaching and learning.

Measurable Success Indicators: How will you know you've accomplished your goal or made progress toward doing so?

1. An increase in the number of students meeting proficiency in Math and ELA, as demonstrated by meeting at least two of the following criteria:
   - Scoring a 3 or 4 on the SBA
   - Scoring in the 61st to 100th percentile on the Spring NWEA
   - Earning a 3 or 4 in their ELA and Math courses for Quarter 4
2. Decreasing the gap between the performance of students with and without an IEP, showing at or above grade-level achievement on the SBA.

Connection to the Medical Lake Promise: How does this goal connect to the Medical Lake Promise?

Systemic Goal 2—"Develop a collaborative culture by focusing on Curriculum, Instruction, and Assessment practices to improve teaching and learning"—aligns with the district's focus on personalized, engaging, challenging, and relevant instruction by ensuring that teaching is tailored to every student's needs. Here's how:

1. **Personalized Instruction**: Collaboration among teachers, especially through co-teaching, allows for more tailored support. Co-teaching ensures that general education and special education teachers work together to deliver lessons that meet the needs of all students, including those who require additional support.
2. **Engaging and Challenging**: By focusing on assessment and intervention, teachers can identify students who need extra help or additional challenges. Interventions provide targeted support to struggling students, while co-teaching helps create a classroom environment that is both engaging and challenging for everyone.

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3. **Relevant Learning**: Collaborative planning ensures that lessons are not only personalized but also connected to real-world experiences, making learning more relevant. Interventions and co-teaching keep students engaged and supported, ensuring that instruction is meaningful and accessible to all learners.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 & 2: Intervention & Co-Teaching Math, ELA & Science intervention to support all students in meeting grade level standards. Special education teachers co-teach in science to support students in meeting grade level standards. Scheduled co-planning time each week for intervention and SDI planning.	1. Math, ELA & Science Intervention: - Student Progress: Track the number of students demonstrating growth in benchmark assessments (NWEA) , classroom formative assessments and quarter grades for Math, ELA, and Science. - SBA Proficiency: Measure the percentage of students reaching proficiency on the Smarter Balanced Assessments (SBA) in Math and ELA, and compare year-over-year growth. - Intervention Effectiveness: Review intervention data every six weeks to assess the progress of students receiving targeted interventions and adjust strategies as needed. Monitor improvements in specific skills related to priority standards. 2. Co-Teaching in Science for Special Education Support: - IEP Goal Progress: Monitor special education students' progress in meeting their IEP goals,	Weekly co-planning between gened, special education and interventionists. Progress is monitored every 3 weeks via the data dashboard and at weekly special education team meetings.	Implementing, Measuring & Adjusting: Administration and all teachers Additional involvement on 3 week cycle: Psychologists, counselors, Math and ELA interventionists, special education teachers, and PLC leads will meet at the	Intervention Co-Planning Template SDI Co-Planning Template Data dashboard for math and ELA Intervention IEP Goal progress monitoring Professional development: co-teaching, align IEP goals to standards, Intervention

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		tracked through formative and benchmark assessments. ● Science Standards & SBA: Measure special education students' proficiency in grade-level Science standards and track the percentage of students reaching proficiency on the SBA WCAS (Washington Comprehensive Assessment of Science). 3. <u>Scheduled Planning Time for Co-Teaching, Intervention, and SDI Planning:</u> ● Participation: Ensure consistent attendance and active participation in scheduled co-planning sessions, with shared lesson plans and intervention strategies documented. ● Every 6-Week Data Review: Review SDI and intervention data every six weeks during co-planning sessions to ensure alignment with goals and adjust strategies as needed based on student progress. ● Alignment with SDI Goals: Measure how well co-planning time supports the delivery of Specially Designed Instruction (SDI) by monitoring students' progress toward SDI goals through formative and benchmark assessments. ● Teacher Feedback: Collect feedback from co-teachers on the effectiveness of co-teaching, inclusion, and interventions, and provide ongoing support as needed.	Feedback weekly through 1:1 conversations with the principal. Meet our measurable success criteria by the end of the school year.	monthly PLC meeting.	co-planning every week, SDI Co-Planning weekly, Coach Specialist: Chuck Salina, PhD Books: Powerless to Powerful & Transforming Schools Through Systems Change

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School Improvement Goal #3:

Systemic Goal #3: Create positive school and community relationships that assist each student to envision their future.

Measurable Success Indicators: How will you know you've accomplished your goal or made progress toward doing so?

1. **Increased Parent and Community Involvement**:
   - Track the number of parents and community members participating in school events, meetings, and activities throughout the year.
   - Aim for an increase in attendance and engagement at events organized by the parent support group and other community-centered initiatives.

2. **Quarterly Community Engagement Events**:
   - Successfully organize and hold at least one community-focused event each quarter, with participation from local organizations, businesses, and families.
   - Measure event impact through surveys and feedback, assessing the sense of community connection and involvement.

3. **Action Teams Based on CEE Data**:
   - Form action teams to address concerns raised in CEE data, with measurable outcomes such as the implementation of changes or programs.
   - Track improvements in CEE survey results annually to measure whether concerns are being addressed and satisfaction with school-community relationships is improving.

4. **Increased Satisfaction in CEE Data**:
   - Monitor the CEE survey for improved ratings in areas related to parent engagement, community involvement, and school climate, indicating that efforts to strengthen school-community relationships are successful.

Connection to the Medical Lake Promise: How does this goal connect to the Medical Lake Promise?

Systemic Goal #3—"Create positive school and community relationships that assist each student to envision their future"—directly connects to the district's promise to promote hope and a vision for the future for every student and foster a safe, supportive learning environment through a culture of belonging.

By strengthening partnerships with parents and the community, the school builds a support system that helps students feel connected and supported in their learning journey. Parent involvement, such as through parent groups, creates a collaborative environment where families actively contribute to the school culture. This fosters a sense of belonging for students, while also promoting hope and a clear vision for their future, from early learning through post-secondary education.

Parent engagement ensures that students receive consistent encouragement and support both at school and at home, helping them to envision and work toward a successful future.

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Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Parent support group–This group aims to strengthen the connection between the community and our school by organizing events, sharing feedback on CEE data, and collaboratively problem-solving to support student success.	1. Event Participation: - Organize and host at least one event each quarter that actively incorporates community involvement. - Track the number of community members, students and parents attending these events, and assess the level of engagement and interaction. 2. Feedback on CEE Data and Action Teams: - Utilize data from the CEE survey to form targeted action teams that address specific concerns raised by parents and the community. - Measure the effectiveness of these teams by tracking the implementation of their recommendations and the resulting changes or improvements in the school. - Monitor changes in CEE data over time to assess whether the concerns are being effectively addressed and whether parent and community satisfaction has improved.	Monthly meetings One event in each of quarters 2-4.Monitor participation immediately following the event. Data from 2023/24 and 2024/25 CEE reviewed and acted upon at monthly meetings.	Implementing, Measuring & Adjusting: Principal Additional involvement: Assistant principal, teachers	CEE Results Coach Specialist: Chuck Salina, PhD Powerless to Powerful

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Medical Lake High School
School Improvement Plan
SY2024–25

School Overview	
Building: Medical Lake High School	**Grade Span:** 9–12
Principal: Chris Spring	**Building Enrollment:** 512
District: Medical Lake School District	**F/R Percentage:** 201	39.3%
Board Approval Date: October 15, 2024	**Special Education Percentage:** 59	11.5%
Plan Date: SY2024–25	**English Learner Percentage:** 2	0.4%
Washington School Improvement Framework (WSIF) Support Status: <u>Foundational</u>	

School Leadership Team Members and Parent-Community Partners	
Chris Spring, Principal Justin Blayne, Assistant Principal Trevor Buckley, Assistant Principal Lori Wilbanks, Counselor Lisa Prewitt, Counselor	Tina Shull, Math Rachel Backstrom, English–Language Lisa Wagner, Science Mo Owen, History Dawn Eliassen, Foreign Language Matt Houn, PE/Health Davin Perry, CTE Angel Hammond & Megan Pierce, Special Education

Washington Office of Superintendent of PUBLIC INSTRUCTION

School's Vision and Mission

The Medical Lake Promise

We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

Promote hope and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

Every Student, Every Day

Every Student Every Day

Medical Lake High School challenges students to achieve academic and personal growth, which will empower them to become lifelong learners and contributing, responsible citizens.

As education becomes increasingly important in a complex and diverse world, Medical Lake High School provides quality education through continuous school improvement and the efficient use of our human and financial resources.

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Comprehensive Needs Assessment: Student Behavior & Social Emotional

Student Behavior and Social-Emotional Data:

- Total Referrals (23-24): 95
  - *The chart below illustrates that 96% of students had 1 behavior referral or less for an average of 0.53 referrals/day. We consider this a major celebration how students are managing themselves at school and how staff connect with students and attempt redirections prior to issuing a behavior referral.*

Students With (n) Referrals

		0	1	0 or 1	2-5	6+	Total
All	#	439	49	488	17	1	506
All	%	86.76%	9.68%	96.44%	3.36%	0.20%	100.00%
Major	#	461	38	499	7	0	506
Major	%	91.11%	7.51%	98.62%	1.38%	0.00%	100.00%
Minor	#	474	27	501	5	0	506
Minor	%	93.68%	5.34%	99.01%	0.99%	0.00%	100.00%

for

- 41 referrals came from classroom disruptions
  - *This data represents the percentage of total referrals from the 23-24 SY as categorized by the type of referral. This chart illustrates that 43% of total referrals came from the classroom.*

% of Total Referrals by Behavior
Staff-managed (minor), 2023-24 — PBISApps

- This chart displays CEE results of our students' perceptions of their own Social Emotional Learning (categorized into 7 characteristics) compared to a nationwide sample.

Comparison - Social Emotional Learning **Percent Positive**

Characteristics
FO — Future Orientation
BELONG — Belonging and Identity
SM — Self Management
STAMINA — Perseverance/Stamina
SE — Self-Efficacy and Mindsets
CT — Critical Thinking
IS — Collaboration and Interpersonal Skills

How does your school compare to:
- Nationwide Sample
- Your School or District
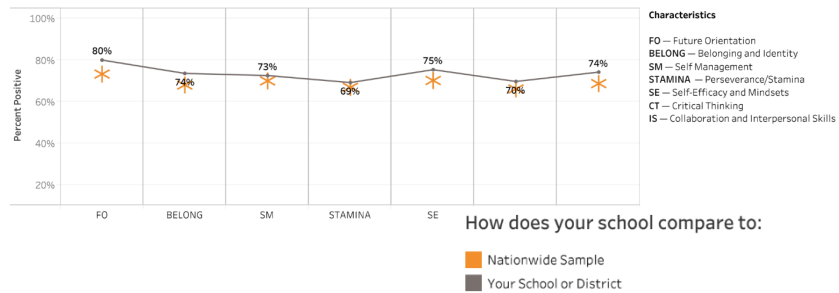
Identified Behavior Priorities:

- Clearly outline Tier 1 supports in relation to student expectations
- Minimize classroom disruptions
- Revise data collection process

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Comprehensive Needs Assessment: Attendance

Student Attendance:

Regular attendance means a student is at school 90% of the time or more. Per the chart to the right, 66.7% of MLHS students achieved regular attendance in 23-24. At the state level, regular attendance is typically about 65% for high school students.

2024 YTD ATTENDANCE DATA	Green Zone	Yellow Zone	Red Zone	Total Students
End of Q1 = thru 11/3/23	(341) = 76%	(28) = 6%	(78) = 17%	447
End of S1 = thru 1/26/24	(328) = 74.2%	(55) = 12.44%	(59) 13.34%	442
End of Q3 = thru 3/29/24	(297) = 67.65	(60) = 13.66	(82) 18.67 %	439
End of S2 = thru 6/13/24	(290) = 66.66%	(65)14.94%	(80) = 18.39%	435

Identified Priorities:
- Sustain 75% green zone percentage or better through the entire school year
- Identify student barriers to attendance
- Implement one additional systematic support or intervention for each zone (Green, Yellow, and Red)

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Comprehensive Needs Assessment: Academics

Academic Performance:

- 23-24 Graduation Rate: 97.8%
- 23-24 Freshmen on Track: 88.1% of freshmen earned 6 credits
- 23-24 10th Grade Smarter-Balanced Assessments: Students demonstrating foundational grade-level and/or college readiness
  - **ELA: 90%**
  - **Math: 63%**
- 23-24 11th Grade Next Generation Science Assessment
  - **Science: 60%**
- Approximately 650 college credits earned through College in the High School Partnership with Central Washington University
  - **ENG 101, 102 and 105**
  - **MATH 154, 155, 172, and 173**
- NWEA Math: 9th and 10th Growth & Achievement
  - The charts below display the percentile score and breakdown of both our 9th graders and 10th graders performance on the NWEA assessments given throughout the school year. For each grade level, frequency distributions are displayed representing both students' **growth** (top row) and **achievement** (bottom row) from Fall '23 to Spring '24.
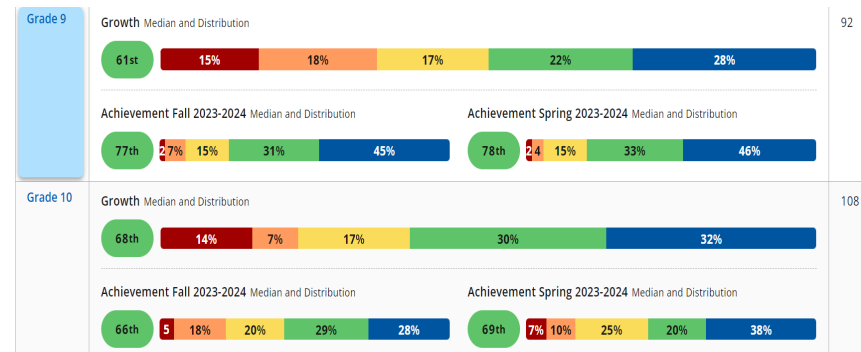
<u>Identified Priorities:</u>

- Finalize review and identification of core content standards
- Increase the academic intensity of student schedules
- Science standards audit in general education and CTE offerings

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School Improvement Plan (Component #2 – Well–Rounded Educational Strategies)

Goal Area 1: Behavior & Social Emotional

- Strengths:
  - 96.5% of students had 1 or less referrals in the 23–24 SY.
  - 0.53 referrals per school day
  - Student perception data: Social Emotional Learning scoring above national average in all characteristics.
- Priorities:
  - Reduce disruptions in the classroom
  - Bolster Tier 1 school–wide expectations and supports
  - Revise data collection process
- School Improvement Goals
  - 100% of classrooms have R.E.D. expectations posted for students
  - Clearly identify success criteria for behavior and social emotional wellbeing
    - Clearly outline and implement Tier 1 services

Goal Area 2: Attendance

- Strengths:
  - 75% green zone through Semester 1
- Priorities:
  - Sustain 75% green zone percentage through entire school year
    - Implement 1 additional systematic support or intervention at each zone
- School Improvement Goals
  - Consistent attendance communication throughout the year
    - Initial new school year
    - Monthly Green Zone
    - Quarterly Zone Attendance
  - Supplement Foundational Attendance Procedures with Grade Level and Teacher Competitions and incentives
  - Understand barriers through targeted communication and intervention with students who had Yellow or Red zone communication last year. Use results to guide tier 2 and tier 3 supports and interventions.

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School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Goal Area 3: Academics

- <u>Strengths:</u>
  - Spring 2024 ELA and Math Smarter Balanced Assessments:
    - 90% of Sophomores demonstrated foundational, grade-level knowledge (ELA)
    - 63% of Sophomores demonstrated foundational, grade-level knowledge (Math)

  - Spring 2024: NWEA Science Assessment:
    - 70% Achievement Percentile for Freshmen & Sophomores

  - 64.6% of students achieving a GPA of 3.0 or better. (The 3.0 benchmark is significant to MLSD's partnership with WAGAP to provide eligible students with guaranteed admission to participating universities within the state of Washington.)

- <u>Priorities:</u>
  - Bring focus and clarity to existing 504 plans by establishing Universal Accommodations among teaching staff.
    - Ultimately align with Middle School and promote to families.

  - Finalize priority standards for core contents by finishing scope & sequence work

  - Audit science standards in general education and CTE for consistency

  - Increase academic intensity for course selection

- <u>School Improvement Goals</u>
  - Increase the number of universal MLHS instructional supports which will result in less students needing a 504 plan
  - Lower the percentage of students requiring formal 504 accommodation plans to be successful (reverse 9-year trend)
  - 100% completion of scope and sequence standards for all content areas
  - Improve the Academic Intensity Measurement rating for MLHS students
  - Intentional collaboration for the science department (Core & CTE) to review and determine priority standards

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School Improvement Goal #1: Behavior and Social Emotional Wellbeing

Measurable Success Indicators: Establish success criteria and outline tier 1 services for student behavior and social–emotional growth

Connection to the Medical Lake Promise: Promise 1: Student safety and culture of belonging

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Updated School–Wide and Classroom R.E.D matrix completed and posted	Less behavior referrals coming from classroom setting	December 2024	Climate Culture Team Classroom Teachers Student Leadership	Focused Time $$ to buy frames & posters
Activity 2 Outline success criteria for behavior expectations and Identify Tier 1 services in support of student expectations and incentives for meeting expectations	Reduction in referrals Boost in attendance Increase in perception data on CEE survey	Outline Success criteria: Nov. 24 Outline Tier 1 services Dec. 24 Launch incentive program by January 2025	Climate/Culture Team	Focused Time
Activity 2 Establish system for tracking referrals vs. incident reports	Yield more useful data. Recognition of patterns that leads to actionable steps.	September 2024 – June 2025	Admin team, main office staff, classroom teachers	Focused Time, PLC Time

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School Improvement Goal #2: Attendance

Measurable Success Indicators: Monthly Zone Attendance Reviews and Year-to-Date (YTD) Quarterly Check-ins
- Green Zone: 80% or better
- Yellow Zone: 15% or less
- Red Zone: 5% or less

Connection to the Medical Lake Promise: All 3 promises connect to the importance of maximizing student attendance

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Consistent, timely and accurate attendance communication to students & families.	Monthly zone reviews	September–June	Blayne, Buckley, Fiske	Focused Time
Activity 2 Supplement foundational support by implementing 2 grade-level attendance competitions.	Attendance zones for the competition months compared to the same months from last year.	Month of November, Month of February	Blayne, Buckley, Fiske Classroom teachers Leadership Students	Prizes for winning class/students Money$$ Focused Time
Activity 3 Identify attendance barriers by gathering data from students who had yellow or red zone attendance during the 23–24 SY.	There is not a formal KPI for this activity; instead, the intent to acquire and use the data to make informed tier 2 and 3 supports.	Fall 2024	Blayne, Buckley, Fiske, Perry	Google Form Survey
Activity 4 Use the data gathered from Activity 3 to develop one additional, research-based support for each zone.	Semester 2 Monthly Zone Performance	Implement new supports by Feb. 1 and run through EOY.	MTSS Team	TBD

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School Improvement Goal #3: Academic

Measurable Success Indicators:
- 504 Plan Reduction from 12% of students to 10%
- 100% completion of scope and sequence work
- 35% of the students in the 2025 cohort will have an Academic Intensity Measure of 10 or better (ABL)
- 100% of science and CTE equivalency courses will undergo review of standards alignment

Connection to the Medical Lake Promise: Promise 2: Personalized Instruction that is challenging and engaging

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to address this goal?	*What are your KPIs for this activity? How will you ensure the activity is having a positive impact for students?*	*What is the projected time frame of this activity? How will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	*What resources will be required to implement this activity?*
Activity 1 Build consensus with teaching staff on Universal Accommodations	Finalized list of Universal Accommodations	Consensus Building phase 1: 9/20/24 Consensus Building phase 2: 10/25/24	Buckley, Hart, Counselors, Classroom Teachers	PLC Time
Activity 2 Universal Accommodations alignment with MS and promotion to families	Finalized list that aligns with MS and lives in a space visible and accessible to families.	Complete by January 2025	Buckley, Hart, MS staff	Focused Time. Tech support
Activity 3 Finish scope & sequence for all classes during PLC late starts	Finalized Scope & Sequences Student growth in NWEA and State assessments	September–December	Admin Department Heads	Focused PLC Time
Activity 4 Learn and use the ABL scheduling resource to	25-26 Master Schedule	August–June	Admin Counselors Department Heads	Time Money

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support the creation of the 25-26 master schedule			Teaching Staff	
Activity 5 Schedule structured time for cross PLC work between Gen Ed and CTE sciences to review and determine priority standards	18 hours of structured collaboration time generated throughout the school year	September 2024 – June 2025	Sped department, classroom teachers	Focused PLC Time

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Coversheet

Gabby ~ Michael Anderson Visit; Ashley ~ Middle School Visit; Trinity ~ High School Visit; Chuks ~ Hallett Elementary Visit;

Section: V. Student Representatives Report
Item: A. Gabby ~ Michael Anderson Visit; Ashley ~ Middle School Visit; Trinity ~ High School Visit; Chuks ~ Hallett Elementary Visit;
Purpose: Discuss
Submitted by:
Related Material: Student Representative Board Report October 2024.pdf

MLSD Student Representative Board Report October 2024

Promise 2: Focus on Personalized Instruction That Is Engaging, Challenging, and Relevant

Michael Anderson Elementary

- Everyone likes learning new things and especially like the reading curriculum
- In terms of getting help everyone said they do get with one students explaining out classmates help as well
- Fun learning activities include Sparkle, a multiplication game, brain breaks because they help them calm down from frustrating subjects, and they overall enjoy math even though it is challenging to learn.
- They all shared they were learning things that would help them in their future as well as in their education, commented related to both math and reading.
- Hands-on learning styles and adapting things to support interactive learning, and no more tests

Hallett Elementary

- Like learning about new things they will use in the future and writing essays because it gives them a sense that they are growing up.
- Would like more hands-on learning activities, not on computers all day, and make math and science "more fun"
- Teachers have them try first or ask a friend before they come to the teacher, but overall they get the help they need. 3rd grade thought having teacher assistants (MS/HS students?) in the class would help so not everyone would be dependent on getting help from the teacher
- Like doing fun activities in class such as being able to draw while reading
- Though that Blooket or Kahoot could be used more in the classroom to help kids learn

Medical Lake Middle School

- Students in the 6th and 8th grades shared that teachers understand their needs and provide assistance, and 7th graders stated they were asked to try to figure it out first.
- All grades agreed that their work is challenging and engaging most of the time.
- When asked about opportunities to practice the 6th graders felt they had time and help with their assignments. 7th and 8th graders stated that they didn't have as much time as previously possibly due to the schedule change with shorter math and ELA classes.
- Everyone asked shared they had access to the resources and support they needed.
- In terms of improvements the students asked there probably are some areas, but they were not able to point out anything specific to improve or how to improve.

MLSD Student Representative Board Report October 2024

Medical Lake High School

- Everyone felt their teachers understood their learning styles, especially with labs in science and presentations in English.
- Most of the time the courses seem fairly easy, but what is challenging is how much there is in terms of the curriculum itself.
- Students responded that they had been given adequate opportunities to practice and apply knowledge. They also feel like teachers provide them ample time to get help in class and before/after school, lunch, etc.
- Chromebooks have been a valuable asset for them to have the resources and support they need
- Several students were not able to give a response for what we can do to personalize more, but some discussed the wish for more hands-on activities.

Coversheet

Learning Improvement Day Report ~ Rob Haugen

Section: VI. Reports and Discussions
Item: A. Learning Improvement Day Report ~ Rob Haugen
Purpose: Discuss
Submitted by:
Related Material: 24_10-11_PLD Board Presentation.pdf

Professional Learning Day
Connecting SEL and the Medical Lake Promise

—

Medical Lake School District
October 11, 2024

Every Student, Every Day

State-Funded Professional Learning Days

- RCW 28A.150.415
- Beginning in in 2020, three state-funded professional learning days
- One of the three days each year has a specific area of focus that alternates between 1) **Social Emotional Learning (SEL)** and 2) **Cultural Competency, Diversity, Equity, and Inclusion (CCDEI)**.
- The focus for the other two days are not state-directed, but rather determined locally.

Professional Learning Day
Connecting SEL and the ML Promise

- Connect SEL with the second component of our Medical Lake Promise: "Focus on personalized instruction that is engaging, challenging, and relevant."

The Medical Lake Promise

We promise to

Foster a **safe and supportive learning environment** through a **culture of belonging**

Focus on **personalized instruction** that is **engaging, challenging, and relevant**

Promote hope and a **vision for the future** from Early Learning through Post Secondary for **Every Student, Every Day**

Every Student, Every Day

Every Student, Every Day

Professional Learning Day in MLSD

- Staff have a combination of choice ("Choose Your Own Adventure") and required courses or learning modules.

- Most modules were asynchronous & self-paced through Google Classroom. Following each module, staff **shared, applied, and connected** their learning through a Google Form.

Every Student, Every Day

Professional Learning Day
by School

Every Student, Every Day

Professional Learning Day
Making Connections: *One Big Idea*

As a K-12 team, please think about, talk, and consider these two reflection questions. Then, collectively summarize in <u>ONE BIG IDEA</u>.

<u>Within our specialty area, how does "social emotional learning" intersect with "personalized instruction that is engaging, challenging, and relevant</u>?"

- Music is social emotional learning–music activates both sides of the brain, Fosters listening skills, Work collaboratively with both large and small groups, Working together for a common goal (creating music)

<u>Consequently, what impact does that intersection seem to have on students while they're in your sphere of influence</u>?

- Learn how to work together toward a stated goal (value of teamwork), Learn the value of hard work (practice), Learn the pay-off of that hard work (helps kids persevere; not immediate gratification)

<u>One BIG Idea</u>

- Music IS the culmination of social emotional learning

Every Student, Every Day

Professional Learning Day
Making Connections: *One Big Idea*

As a K-12 team, please think about, talk, and consider these two reflection questions.
Then, collectively summarize in ONE BIG IDEA.

One BIG Idea

- "...we strive to encourage students to build confidence, develop resilience, and practice empathy. Through physical education, we help them (students) understand the importance of teamwork, perseverance, and emotional regulation, empowering them to carry these life skills into their academic and personal lives. Our goal is to create a safe and supportive environment where students feel valued and are motivated to achieve their best, both physically and emotionally."

Professional Learning Day
by The Numbers: *Sessions*

Session Title

365 responses
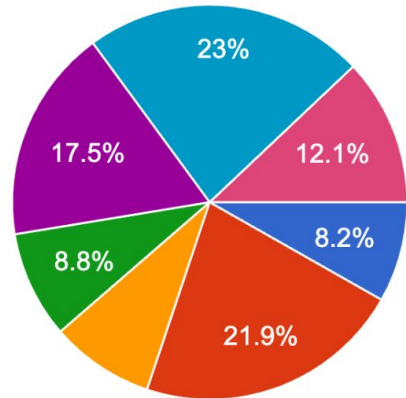
- 🔵 SEL: The Neurosequential Model for Educators with Dr. Bruce Perry
- 🔴 Belong Partners and SEL: Positive Engagement and Student Discipline
- 🟠 Start with the Crown, Not the Kid: Getting Insanely Clear about Learning…
- 🟢 Disrupting the Status Quo to Ensure L…
- 🟣 Leveraging AI Tools In Pursuit of the…
- 🔵 Google It!
- 🔴 Co-Planning for Inclusion

Every Student, Every Day

Professional Learning Day
by The Numbers: *Locations*

Primary Work Location

366 responses
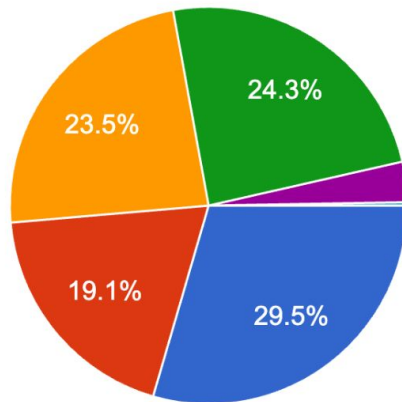
- 🔵 Anderson Elementary School
- 🔴 Hallett Elementary School
- 🟠 Medical Lake Middle School
- 🟢 Medical Lake High School
- 🟣 The Wellness Center
- 🔵 Other

Every Student, Every Day

Professional Learning Day   Staff Reflections: Share, Apply, Connect

- **Share:** What are one or two essential learnings you're thinking about based on what you explored and/or discussed?

- **Apply:** How might you apply what you've learned to your specific role?

- **Connect:** What are one or two connections you noticed between what you've learned and the second component of our ML Promise - ...*personalized instruction that is engaging, challenging, and relevant*?

Every Student, Every Day

Professional Learning Day
Making Connections: *Share*

What are one or two essential learnings you're thinking about based on what you explored and/or discussed?

- "One essential learning that I am taking away from this is that how I respond and connect with my students will affect our classroom culture. If I approach situations in a positive way it will create a safe and supportive learning environment."

- "The strong relationships in schools video was a good reminder about the importance of feeling connected to teachers and peers at school. If students feel cared about they will prioritize their academic achievement."

- "At the end of the day students need to trust us as teachers. They spend a lot of time with us during their year and if we do not establish a safe and trusting environment, learning will take a back seat."

Every Student, Every Day

Professional Learning Day
Making Connections: *Apply*

How might you apply what you've learned to your specific role?

- "I am going to apply this to my context by sitting down and having lunch with my students in the cafeteria two days a week. Talk with them and get to know them on a more personal level so that I can better connect and support them in my class."

- "I think looking at behavior as a need or skill not being met. I do this frequently, but when I am tired/ overwhelmed I don't think this thought first. It is important to take care of myself and recognize that I am doing my best, and my students are doing their best and together we can work at making our best even better."

- "I need to build connections with my students in order to get them to engage in learning and understanding. Understanding that students have outside trauma in their life that can effect their desire to engage."

Every Student, Every Day

Professional Learning Day
Making Connections: *Connect*

What are one or two connections you noticed between what you've learned and the second component of our ML Promise?

- **Making the classroom personalized gets the students engaged and opens up the cortex. When students feel that the environment is tailored to them, it fosters a sense of belonging and safety.**

- **I loved this assignment as the first video was relevant and then the rest of the assignment was a choose your own adventure book. This has definitely been personalized instruction that is engaging, challenging, and relevant.**

- **A student in one of the videos said, "When I like the teacher, I want to do their work." This is SUPER impactful, because it may not be personalized instruction in the most traditional sense, but if you think about it, it is personalized to students when the students actually want to participate in class and do the work. Not just for the grade, but because they feel such a strong connection to you as their teacher that they want to do the work in your class.**

Every Student, Every Day