

**Jemtegaard Middle School
Title I Schoolwide &
School Improvement Plan**

2016 – 2017 School Year

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Jemtegaard Middle School Schoolwide Plan

2014-2015 School Year

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1. Comprehensive Needs Assessment

Jemtegaard Middle School (JMS) is one of two middle schools in the Washougal School District. JMS is located in SW Washington, 20 minutes east of the Portland-Vancouver metropolitan area.

JMS enrolls approximately 525 students in grades 6 – 8. There are 27 classroom teachers with an average of 12.2 years of teaching experience. 77% of teachers hold at least a Master’s Degree. Of the 27 teachers, 23 teach core academic classes. The ratio of

teachers to students in core academic instruction is 1:23. All classes are taught by teachers meeting the *No Child Left Behind* (NCLB) highly qualified definition.

According to the Washington State Report Card the demographic information for the school is as follows: (<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=564&reportLevel=School&orgLinkId=564&yrs=&year=2009-10>)

Table 1: Demographic Information

Gender (June 2016)		Race/Ethnicity (June 2016)		Special Programs (June 2016)	
Male	50.3%	American Indian/ Alaskan Native	0.2%	Free or Reduced-Price Meals	43.8%
Female	49.7%	Asian	2.1%	Special Education	15.7%
		Asian/Pacific Islander	1.3%	Transitional Bilingual	2.3%
		Black	0.8%	Migrant	0.0%
		Hispanic	12.9%	Section 504	1.9%
		White	76.8%	Foster Care	0%

Shared Vision and Guiding Principles of Jemtegaard Middle School

Mission: Our mission is to provide a supportive, challenging learning environment to help each student succeed and be a responsible citizen.

Vision: Jemtegaard Middle School will be a safe, positive and challenging learning environment where the whole child can be successful. Building a growth mindset in students, staff, parents and community members to support each child will do this.

Values/Commitments:

- We will promote and support the whole child
- We will create high level, student centered learning environments where students are responsible for their learning and encouraged to read, write and think at a high level.
- We will collaborate with one another and with our students to effectively achieve our collective vision and goals.
- We will continuously seek out and implement best practices for improving student achievement on a continuing basis.
- We will monitor each student's progress with timely formative assessments and curriculum based measures (CBMs). We will assess this data to develop interventions and support to meet the needs of high-risk students.
- We will provide acceleration for students achieving above and below benchmarks.
- We will demonstrate a personal commitment to the success and general well being of all students, to educate the whole child.

- We will use the state’s academic content standards to identify the essential outcomes for each subject in each grade level and then develop clear learning targets to help each student achieve those outcomes.
- We will develop common formative and summative assessments that will mirror the Measurements of Student Progress (SBAC) and content-based assessments (CBAs) that will be used to guide instructional practices.
- We will honor and respect each student as a valued individual and work collaboratively to address each student’s unique intellectual, physical, social and emotional needs.
- We will build effective professional learning communities (PLCs) that will build assessments, review data and develop interventions to meet the needs of all students.
- We will foster cooperation among students, families, the school and the community. This begins with listening to the needs and suggestions of all stakeholders.
- We will teach for mastery of essential skills, frequently assess students’ progress and provide a variety of opportunities for students to demonstrate mastery.
- We will provide an engaging classroom environment for students with clear expectations, rigorous lessons, and differentiated instruction to achieve specific goals.
- We will provide experiences outside of the regular curriculum to promote new thinking, career and real world opportunities.
- We will promote a positive learning atmosphere, which values mutual respect, perseverance, honesty, integrity and both personal and school pride.

Jemtegaard’s portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographics; (2) school context; (3) student achievement; and (4) perception. Data will be added annually to reflect progress toward our goals.

**Table 2: Three Year State Outcome Assessment Data for ALL Students
(Percent of Students Meeting Standard)**

		13-14	14-15	15-16			13-14	14-15	15-16
6 Gr ade	Reading				Mathematics				
	JMS	67.5	51.8	54.4	JMS	54.5	40.9	45.8	
	State	72.7	54.0	56.5	State	63.6	45.5	48.0	
7th Gr ade	JMS	74.6	47.8	60.9	JMS	47.2	36.3	45.9	
	State	67.7	56.9	58.5	State	57.8	48.0	49.8	
8th Gr ade	JMS	78.5	59.8	57.2	JMS	57.0	35.4	41.0	
	State	71.5	56.9	59.7	State	55.8	46.1	47.8	

Table 3: Three Year State Outcome Assessment Data for Low Income Students
(Percent of Students Meeting Standard)

		13-14	14-15	15-16			13-14	14-15	15-16
6 Gr ade	Reading				Mathematics				
	JMS	58.5	41.3	41.9	JMS	41.4	25.3	33.8	
	State	60.6	37.4	39.3	State	48.7	28.9	30.5	
7th Gr ade	JMS	68.0	40.2	44.1	JMS	30.6	28.2	31.1	
	State	53.7	40.5	41.9	State	41.9	31.5	32.6	
8th Gr ade	JMS	71.8	45.7	50.0	JMS	43.7	20.0	35.9	
	State	59.9	41.2	43.6	State	40.9	30.2	30.4	

Table 4: Three Year State Outcome Assessment Data for Students in Special Education
(Percent of Students Meeting Standard)

		13-14	14-15	15-16			13-14	14-15	15-16
6 Gr ade	Reading				Mathematics				
	JMS	41.3	-	17.6	JMS	24.1	-	11.7	
	State	72.7	18.2	18.0	State	63.6	13.3	13.1	
7th Gr ade	JMS	74.6	-	28.0	JMS	47.2	-	20.0	
	State	67.7	17.8	18.7	State	57.8	12.9	13.8	
8th Gr ade	JMS	41.3	9.5	-	JMS	24.1	<5%	-	
	State	28.9	19.1	18.8	State	14.3	10.1	10.7	

AYP RESULTS

School wide Reform Strategies

The Schoolwide Reform Strategies are built around the Nine Characteristics of High Performing Schools and the IES Practice Guide, *Turning Around Low Performing Schools*. JMS has identified the following practices for implementation.

1. Clear and Shared Focus

The goal of Jemtegaard Middle School is to make sure that all students feel safe, supported and challenged. This year we continue this work in the following ways.

ATTENDANCE

JMS had an attendance blitz in September 2016. This led to an attendance rate school wide of 95%. The blitz included sending information to students and parents of the importance of sending students to school in the first 30 days. Research says that if students regularly come to school in September they will maintain that pattern for the rest of the year.

CURRICULUM ALIGNMENT

Subject teachers will meet regularly to ensure that their curriculum is at grade level standard and that students are consistently receiving the same specific content vocabulary, expectations, assessments and intervention strategies.

GROWTH MINDSET

Students will be taught about growth mindset this year to encourage perseverance. The main focus this year will be in math with the math mindset conceptual math lesson in every class as well as support classes, 'Bridges' and 'Math Mindset.'

HUSKY PRIDE

All staff and students will follow the concepts of HUSKY PRIDE (Perseverance, Respect, Integrity, Determination and Empathy). This is all part of our goal this year for students to have 'Their Best Year Ever.' Staffs teach students the intrinsic value of making good choices and the impact that it not only has on them but on others.

NORMS

All staff has developed norms in the class with their students so that all students know how they want to be treated and how they will treat others.

PBIS

Staff will continue with PBIS this year. Some additions to PBIS are the development of a 'Culture and Climate' committee to strengthen Tier 1 strategies. This will include peer support to keep students on task. We will also continue to develop Tier 2 strategies such as our Yellow and Red card system. Tier 2 and 3 will include Restorative Practice where students who have impacted another peer or a staff member have an opportunity to address the incident and restore the relationship. JMS will also be using the Assessment of Lagging Skills and Unsolved Problems to support students at Tier 3.

PROFESSIONAL LEARNING COMMUNITIES

Staff will meet every Wednesday afternoon for a forty minute PLC. Staff will answer the same questions every meeting to support student growth.

1. What is it we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they have learned it?
4. What will we do if they have not?

Staff will develop common assessments to collect data to determine where students need support. Support will be given in class and during Husky Value Time

2. High Standards and Expectations for All Students.

Upon review of the SBAC data it was clear that our co-teaching math model was not closing the achievement gap for our students. Under the leadership of math instructional coach, the math teachers will be developing a culture based on Jo Boller's 'Math Mindset.' Staff will receive regular training in 'Math Mindset' as well as creating common formative assessments, assessing data and developing interventions. We have removed the remedial math classes. To support all students in math we have created an eighteen-week 'Math Mindset' class for sixth graders, a Bridges Math elective class for 7th and 8th students and after school study support program.

The English Language Arts and Social Studies Team will continue to align reading and writing expectations and strategies based on grade level common core standards. Last year these teams met to assess papers according to SBAC writing standards. They also developed school wide templates and interventions to address this. The team will complete templates for Narrative, Expository and Argumentative Writing. They will also work together to ensure that all students are exposed to quality close reading strategies. All of these strategies are being taught to all staff members to ensure a consistent approach school wide.

A school wide goal this year is to ensure that all staff can write quality-learning targets and successfully support students to achieve these targets. Research shows that clarity of instruction can produce two years of learning growth in one year. (Hattie).

Staff will continue working on creating student-centered classroom where students are in charge of their learning and the teacher is the facilitator. Staff has done a great job over the last three years. Staff is now developing group roles so that students support each other and ensure that all members are on task and are not left behind.

3. Effective School Leadership

The administration team will support staff and students in the goal that all students feel safe, supported and challenged.

The administration team focus this year is:

- Supporting staff to create effective PLC groups that focus on learning targets, quality formative and summative assessment, data collection and interventions
- Providing a supportive environment that supports all learners and the whole child. This includes development of norms and the PRIDE culture
- Support our staff in our year long goal to increase clarity in instruction

- Create additional learning opportunities to meet the needs of all learners (HVT, After School Tutoring and Activities)
- Allow teachers to learn from each other by participating in Learning Walks based on the 5D+ Instructional model.
- Work with staff to develop Tier 1, Tier 2 and Tier 3 in PBIS. A Culture and Climate team has been developing to develop and strengthen Tier 1.
- Leadership Team will continue to find ways to connect parents with the school so that they can support their child. This will include giving parents opportunities to visit the school, learning opportunities at school and regular correspondence with parents about what their child is learning and how successful they are being.

4. High Levels of Collaboration and Communication

This year staff will be participating in ‘Classroom Learning Walks’ using the 5D+ Instructional model. Five times this year staff will visit each other’s classroom focusing on our school goal to provide more instructional clarity. PD will also be used throughout the year to support staff in instructional clarity as well.

Staff will be involved in a variety of committees this year to support all students. This includes Grade Level meetings, Culture and Climate Club and Building Leadership Team.

Staff will be involved in weekly PLCs meetings. Each meeting is focused on answering the following questions

1. What do you want our students to know?
2. How do you know they have learned it?
3. What will you do if they have not learned it?
4. What will you do if they have learned it?

Staff will be provided opportunities to work together too aligning curriculum to Common Core, developing instructional calendars and building assessments to match the requirement of SBAC.

Our staff continues to find innovative ways to connect with all stakeholders. This includes our weekly, “What is your child learning at school?”, monthly parent newsletters, Skyward updates and Google Classroom. Our parent events include “Bring your child to school day”, math night, iPad and Tech night, lab science and robotic nights, Hispanic family night and parent orientations. We have also begun parent led groups such as our Highly Capable Parent group. These groups identify students who need additional support and allow parents to create strategies with teachers to build capacities in their learners.

5. Curriculum, Instruction and Assessments Aligned with State Standards

Staff will be provided opportunities to work together too aligning curriculum to Common Core, developing instructional calendars and building assessments to match the requirement of SBAC. PD work around instructional clarity will require staff to build learning targets based on state standards. Department heads will meet bi-weekly to discuss with the administration the current progress and support needed to meet the curriculum benchmarks. Student success will be monitored in the following ways:

- Formative Assessment (in class activities, assessment and reflection logs)
- Review student growth data from formative assessment, Easy CBM and SBAC testing results
- Assessments and performance tasks built to match grade level SBAC standards
- Develop lessons to address deficiencies from assessment
- Develop intervention groups and opportunities to support at-risk learners
- Create assessment and strategies in elective classes to support the needs of math, ELA and science.

6. Frequent Monitoring of Teaching and Learning

Administration team and instructional coaches will support PLC groups as they answer the four critical questions.

1. What do we want our students to know?
2. How will they know they learned it?
3. What will we do if they don't learn it?
4. What will we do if they have learned it?

As a result of the PLC work staff will develop pre assessment testing, lessons and strategies to support students to meet benchmark standards and quality assessment tools to assess their growth.

The administrative team will conduct frequently observe staff to monitor the following:

- Support teachers in their 5D+ Instructional Framework growth goals
- Support teachers as they work to achieve the plan set forth in their team PLC work. (Using the four essential questions as the guideline)
- Support teachers as they continue to develop student centered learning environments.
- Create professional learning opportunities for staff to allow them to align curriculum to develop assessments and lessons. This will include using the Instructional Coaches as support.
- Support staff in student concerns which may impact student learning

Administration team will be a part of all 'Classroom Learning Walks' using the 5D+ Instructional Model.

7. Focused Professional Development

Professional Development will be focused around the following:

- Classroom Learning Walks based on the 5D+ Instructional Framework
- Clarity of Instruction – Learning Targets
- PBIS – Tier 1, 2 and 3

- PLC – Four essential questions
- Alignment of curriculum to meet state standards in all subjects
- Instructional Coaches in Math and ELA will provide support in Math and English Language Arts.

8. Supportive Learning Environment

As a result of the school ‘yellow card’ system and the Learning Center, student discipline is down 72% in the last two years. When students need an opportunity to process and regain composure they are given this safe opportunity to deescalate. We will continue with this as well as giving staff ideas to implement so that peers can support struggling students in the classroom.

Staff will continue with professional development opportunities to help them gain understanding of ‘outside factors’ that impact student behavior and academic achievement. This includes poverty, ACES training, cultural competency and work from Ross Greene including ‘The Explosive Child.’ Students who are struggling with behavior will be using Ross Greene’s ‘Assessment of Lagging Skills and Unresolved Problems (ALSUP)’ to support their growth.

JMS has developed a staff volunteer group called the ‘Culture and Climate Club.’ Their focus is on Tier 1 support for all students. The goal is to develop intrinsic motivation for all students. Administration and staff will continue to develop PBIS Tier 2 and 3 strategies. This includes Restorative Practices and Ross Greene’s ‘Assessment of Lagging Skills and Unresolved Problems (ALSUP).’

JMS will continue to create student centered learning environment where students work together to support each other in their learning. We are meeting students’ need to collaborate, be social and move around the classroom through this learning environment.

Students are also given opportunities to be involved in fun, engaging learning activities during Advisory time. This allows students to experience new ideas and collaborate with students from all grade levels. After school clubs have also been developed to meet the social and academic needs of our students. This includes the World Language and Culture

Club, Raspberry Pi Club, Maker Space club, Beginning Band. Students are also able to get after school support on Tuesdays and Thursdays. Transportation is provided.

Teachers will collaborate every Wednesday in PLCs to develop methods to support student learning based around the four essential questions. The goal is to increase the amount of high-level reading, writing and thinking in the classroom. Staff will continue their development in creating student led learning environment where students assume more responsibility for their learning and staff play a facilitator role.

9. High Levels of Family and Community Involvement

Over the past three years Jemtegaard Middle School has worked hard to create a safe, inviting place for parents and community members to come. This has included the following events and activities:

- Facebook Page
- Website
- Teacher Websites
- Parent Surveys
- Parent Advocacy Meetings
- Parent Newsletters
- Parent Teacher Conferences
- Bring your Child to School Day
- Career Day
- Educational Nights (iPad, Tech, Math, Lab Science, Robotics)
- Hispanic Family Night
- Call the parents of every incoming 6th grader
- Highly Capable Parent Support Group
- Weekly Newsletter: What is your child learning in class?
- Student Led Conferences

10. Supporting Educationally Disadvantaged Students

The global goal of the schoolwide plan is designed to facilitate systemic change in the entire educational program. The purpose of this systemic change process is to increase

the academic achievement of educationally disadvantaged students by providing better services for all students at Jemtegaard Middle School. Specific goals are as follows:

1. Overall percent of student's meeting state assessment criteria in reading will increase from 50% to 60%
2. Overall percent of student's meeting state assessment criteria in math will increase from 40% to 50%
3. Reduce number of major behavioral referrals from an average of 1.5 incidents per day to an average of 1 incident per day.
4. Reduce number of minor behavioral referrals from an average of 4 incidents per day to an average of 2 incidents per day.

Jemtegaard's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographics; (2) school context; (3) student achievement; and (4) perception. Data will be added annually to reflect progress toward our goals.

Specific Interventions to support all learners

The following IES Practice Guides have informed the creation of the School wide action plan. The action planning section specifically addresses the areas of language arts, mathematics, and behavior. The IES *Using Student Achievement Data* guide was included since actions from this practice brief are incorporated into all areas of reading, mathematics, and behavior sections. The recommendations and proposed action steps listed below represent summaries of the guides that were explicitly included within Jemtegaard's action planning process.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction
 - Dedicate a portion of regular classroom lesson to explicit vocabulary instruction
 - Provide repeated exposure to new words in multiple contexts
 - Provide students with strategies to make them independent vocabulary learners

- Provide direct and explicit comprehension strategy instruction
 - Select text carefully to model strategy and in multiple context
 - Talk about strategies while modeling them
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialist
 - Use reliable screening assessments to identify students with reading difficulties
 - Select interventions that provide an explicit instructional focus to meet each student's identified needs
 - Provide interventions where intensiveness matches student needs (focus on group size and time)

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

- Screen all student to identify those at risk for potential mathematics difficulties and provide interventions to students at risk
 - Use screening data in combination with state outcome test results
 - Conduct universal screening three times per year
- Provide explicit and systematic instruction for interventions, including providing models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and frequent cumulative reviews
 - Provide students with opportunities to solve problems in a group and communicate problem-solving strategies
 - Ensure that instructional materials and intervention units include cumulative review
- Include intervention instruction on solving word problems based on common underlying structures
 - Teach students about the structure of various problem types, how to categorize problems based on structure, and how to determine appropriate solutions for each problem type
 - Teach generalization of problem-solving strategies (familiar to unfamiliar)
- Utilize a concrete, representation, abstract instructional sequence for mathematical concepts and ideas
 - Use visual representations such as number lines, arrays, and diagrams

- Use concrete manipulatives as appropriate to develop conceptual understanding
- Systematically progress monitor students receiving supplemental instruction and other student who are at risk
 - Use progress monitoring data to regroup students when necessary
 - Develop progress monitoring rules

Schoolwide Positive Behavioral Interventions and Supports (PBIS)

- Develop a continuum of scientifically based behavior interventions and supports
 - Establish a PBIS leadership team to direct behavioral initiative
 - Develop a handbook for PBIS and three year implementation plan
- Use data to make decisions and solve problems
 - Develop and implement database to track major and minor referrals
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
 - Develop and implement schoolwide rules and expectations
- Implement evidence-based behavioral practices with fidelity and accountability
 - Evaluate PBIS implementation using the Schoolwide Evaluation Tool (SET) twice/year
 - Develop cadre of staff who can conduct evaluations using the SET
- Screen universally and monitor student performance and progress continuously
 - Develop and implement referral form

Action Plans: Jemtegaard will be utilizing the action plans presented in the next several pages in implementing strategies to improve student outcomes in reading, math and behavior. Included in these plans are specific instructional strategies/practices, interventions, resources required, evaluation methods and professional development activities the building will use to enable students to meet the specific goals identified.

3. How We Ensure Instruction by Highly Qualified Teachers/Staff

The district's human resources department reviews all employee files to ensure that teachers meet 'highly qualified' status within their current positions. In addition, they screen all applicants for new positions to ensure that only those teacher applicants who meet 'highly qualified' requirements are forwarded to building principals as potential candidates for new positions. This is similar to the process utilized when hiring para-educators - only those individuals meeting 'high qualified' requirements for a para-educator positions are forwarded to building principals for consideration of employment within all Title 1 schools.

- Highly Qualified Teachers: To be deemed highly qualified, teachers must have:
 - a bachelor's degree,
 - full state certification or licensure, and
 - prove that they know each subject they teach.

- Highly Qualified Para-educators
 - Have a high school diploma or a GED and complete 48 hours at an institution of higher learning **or**
 - Obtain an Associate's Degree or higher **or**
 - Pass a State approved assessment that assessed the ability to assist in instructing reading, writing and math

4. Professional Development Activities

Title 1 professional development funds will be used to hire experts in the realm of school improvement to advise on the School Improvement / Title 1 Schoolwide Plan. Instructional coaches have been hired to guide and facilitate implementation, training and monitoring of the professional development plans associated with each of the stated schoolwide goals as indicated on the action plan.

Professional Development will be focused around the following:

- Alignment of curriculum to Common Core Standards
- Assessments and interventions aligned to the requirements of Smarter Balanced Assessments
- Student Centered Learning Environments focused on reading, writing and thinking
- Addressing the impact that poverty and cultural differences has on student learning
- PBIS
- Classroom Learning Walks using the 5D+ Instructional Framework
- Supporting teachers in the PLC format by addressing the four critical questions
 1. What is it you want them to know?
 2. How will you know they have learned it?
 3. What will you do if they have learned it?
 4. What will you do if they have not learned it?

5. Strategies We Use to Increase Parental Involvement

JMS uses the following strategies to enhance parent involvement with the school:

- Use of the Title 1 School Compact
- Parent representative on site leadership team
- Parent Advisory Board
- Highly Capable Parent Support Group
- On-Line Family Access
- Frequent email communication with parents

- Weekly newsletter “What is my child learning in class this week?”
- Student led conferences in Fall and Spring
- Monthly Parent Newsletter on the web site (green initiative)
- Teacher communication with parents (All parents are called at beginning of year)
- Parent volunteers at school events
- Bring Your Parent to School Day
- Back to School Open House
- Parent Surveys
- Newsletters sent home in Spanish
- Hispanic Family Night
- Translators for Parent Teacher conferences

6.How We Attract High-Quality, Highly-Qualified Teachers

The building works closely with district office personnel to ensure that all teachers in the district are aware of the increased opportunities for professional development for teachers assigned to this school. Title 1 and Title IIA funds supplement the professional opportunities afforded all school personnel in the district. Additionally, these professional development opportunities are specifically identified by school personnel working at Jemtegaard and therefore, a high level of ownership and participation is noted when the professional opportunities are made available. In addition, the leadership at Jemtegaard has also received numerous training opportunities not afforded other district personnel with the exception of the district’s other schoolwide program located at Hathaway Elementary.

7. Plan for Assisting Students Transition between Grades

JMS works closely with the two feeder elementary schools to ensure a smooth transition from elementary school to middle school. Spring benchmark results of all 5th grade students are shared with JMS staff in the spring. Incoming 6th graders who are assessed as high risk according to the EasyCBM for reading are placed in an additional reading class until they can

meet benchmark. Students who are high-risk math students for the Spring 5th grade Easy CBM are placed in a co-teaching math class to help students bridge the gap.

Last year each 5th grade student from Gause and Hathaway spent the day at JMS. They followed a current 6th grade student. Parent feedback indicated that this was a successful way for our 5th grade students to feel comfortable about school. We will continue that this year. Administration team also visits the 5th grade students to give an overview of the school and ask any questions.

8th Grade Students visit Washougal High School at the end of the year. WHS counseling team also comes down during the year to help students schedule classes and make them aware of the expectations of high school.

8. How We Include and Train Teachers Regarding Use of Assessment

As part of the professional development activities provided over the past several years, JMS utilized Title I and ARRA Title funds to hire an instructional and assessment specialist to work directly with JMS staff to develop and implement an assessment protocol that is used to assist in the identification of at-risk students. The team developed the following system:

Using Student Achievement Data to Support Instructional Decision Making

- Make data a part of an ongoing cycle of instructional improvement
 - Collect and prepare a variety of data about student learning
 - Interpret data and develop hypotheses about how to improve student learning
 - Modify instruction to test hypotheses
- Teacher students to examine their own data and set learning goals
 - Explain expectations and assessment criteria
 - Provide feedback to students in a timely, specific, constructive, and well formatted manner

- Provide tools that help students learn from feedback
- Establish a clear vision for schoolwide data use
 - Establish a schoolwide data team
 - Define critical teaching and learning concepts
 - Develop a written plan that articulates activities, roles, and responsibilities
- Provide supports that foster a data-driven culture within the school
 - Designate a school-based facilitator who meets with teacher teams to discuss data
 - Dedicate structured time for staff collaboration
 - Provide targeted PD regularly

This system incorporates various assessment data including MSP results, easyCBM benchmark results for all students and easyCBM progress monitoring to ensure that the at-risk students identified for secondary and tertiary interventions are benefitting from instruction/interventions provided.

The majority of this work is done between the coaches and individual staff. Our PLC groups only focus on the above areas during their allotted times.

9. How We Provide Assistance to Students Experiencing Difficulties

JMS uses SBAC and easyCBM benchmark results to identify students who are most in need of academic interventions. In addition, JMS, through its PBIS implementation, uses a data collection system to monitor and identify students who are most at-risk in the area of behavior. The following specific interventions are provided for at-risk students at JMS:

- Provide explicit vocabulary instruction
- Provide direct and explicit comprehension strategy instruction – summarizing; asking/answering questions; paraphrasing; main idea
- Provide intensive and individualized interventions for struggling readers with systematic increases in intensity, frequency, and/or duration, and data collection

- READ 180. This is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers
- Phonics classes for students with Lexile lower than 400
- Supplemental reading instruction
- Provide intensive and individualized interventions for student struggling in mathematics with systematic increases in intensity, frequency, and/or duration, and data collection
 - Co-Teaching Math Instruction
 - In-class support and intervention periods for students struggling in math
- Teach and reinforce new behavior skills to increase appropriate behavior (Restorative Practice)
- Learning Center to help students deescalate and then self regulate behavior
- Staff have bi-monthly grade level meetings to review students who are struggling. Staff develop intervention strategies to support these students.

10. Coordination and Integration of Funds

Dollar Amount	Please indicate the programs included in this application:
\$112,888	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
\$8,474	Donations
\$2,111,796	State & Local Funds

Other programs, including Title II, Part A and counseling services via a grant with ESD 112 that places mental health personnel in the building are used to provide services at Jemtegaard but are coded at the district level. Additionally, State and Federal Special Education and ELL funds are targeted to the building but are not combined in school-wide blending as these programs are targeted for students who meet specific eligibility criteria.