



Coronavirus Pandemic Site Plan 2020-2021

2020-2021 Annual Plan - Working Document

School: Summit Trail Middle School

Date: December 2, 2020

Area of Focus: Effective Support for Students During Remote Learning

1. Our school is in the following year of implementation:

Year 1 (note: this is a single year only site plan due to COVID-19)

2. We have updated the following components of our plan and attached the updates:

- Achievement Goals
- Data Collection Plan
- Work Plan including Professional Learning

3. Our plan incorporates an emphasis on the following success criteria for Effective Schools (check all that apply):

| | |
|---|---|
| <input checked="" type="checkbox"/> Clear and Shared Focus | <input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development |
| <input checked="" type="checkbox"/> High Standards and Expectations | <input checked="" type="checkbox"/> Supportive Learning Environment |
| <input checked="" type="checkbox"/> Effective School Leadership | <input checked="" type="checkbox"/> High Level of Community and Parent Involvement |
| <input checked="" type="checkbox"/> High Levels of Collaboration and Communication | |
| <input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards | |

Site Plan Engagement with Building Leadership Team:

Site Plan Review with Building Board Rep:

Site Plan Review by T&L:

January 15, 2021

Site Plan Presentation to Board:

January 19, 2021

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Establishing Positive School Climate and Culture

[Aligned to Board Goal: Promote positive learning-focused cultures with shared responsibility for all students by increasing positive responses to the annual climate/culture surveys]

School climate is a broad, multifaceted concept that involves many aspects of a student's, parents, and staff daily experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. Establishing and continuing to nurture a positive school climate and culture is the foundation upon which effective learning happens. We address climate / culture from the student, parent, and staff perspective in this site plan.

Whether in remote learning, hybrid learning, or being back full time face-to-face, student attachment to school and learning has a foundation in the school and classroom climate and culture. Relationships have never been so important, nor so challenging, to build, nurture and maintain.

This is captured in a visual that has helped so set expectation and focus during all the work with stakeholders as teams identified a full remote model of instruction and services for students with the reopening of schools in September 2020.



Student Climate / Culture

Data Collected and Reviewed

- Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year
- PBIS Surveys

Focus - Student Engagement

Last spring, we ended the school year in a remote format that leaned heavily on the previous relationships and connections that students and staff had built earlier in the year. As we approached this new school year, we had to think differently.

Through survey data and feedback from all stakeholders, including students, there was a strong message that students would benefit from more “live” interaction with our staff. Throughout the summer, work teams of administrators, teachers, parents, and students from both middle schools met and discussed formats that would provide structures where teachers and students would be engaged in synchronous and asynchronous learning.

There was a great deal of work in a short period of time to finalize a remote schedule, train staff, and communicate this new format and processes for starting school. In our communication, we stressed a balance of professional confidence, personal warmth, and humility for our new opening of online learning. The first days of school are significant to establishing a positive student climate and culture, and we used our early communication, the Start with HEART in the first four days, and WEB activities to kick-off an enthusiastic beginning.

In October, we had gathered data from surveys and narrative experiences, that many staff, students, and families were feeling overwhelmed and had a high degree of stress on the pace of remote learning. We began a process that once again involved work teams of administrators, teachers, parents, and students to identify opportunities to adjust our current schedule to address and relieve this building tension. WIN Wednesdays were created and specific attention was made to support student experiences in middle school. Struggling students were given mentors and dedicated time to meet 1:1 with staff. Teachers have created a wide variety of support sessions to answer questions, help with projects and assignments, and meet in small student group formats. We have also built a robust set of optional, fun activities for students to connect with each other, play in common interests, and resume familiar normal routines.

At Summit Trail, we are continuing to “adapt our experience” to provide student recognition, but in our new remote learning platform. This includes our BEARS Bucks, Students of the Month, and Students of the Quarter. We are continuing to invent new strategies to engage our students through ASB activities, daily announcements in “The Daily Growl”, and classroom strategies. Throughout the year, we will continue to modify experiences for students to be involved and create a sense of community within the school in any future learning format.

Work Plan

| Activity | Timeline | Responsibility |
|--|---------------------------|--|
| The Daily Growl - Tuesday Tips; Up Close; Trivia; Holiday Traditions | Daily | Admin Team/Library Secretary/ASB Coordinator |
| WEB Leader Training WEB Welcome Videos | August 2020 | WEB Coordinators |
| “Start with HEART” | September 2020 | Admin Team/Teaching Staff |
| ASB Activities - Pep/Spirit Week; Veteran’s Day Pictures/Notes; ASB Clubs; Gratitude Videos; Homeroom Conversation; PearDeck and NearPod; Check In/Check Out; Positive Postcards; BEARS Bucks; Student Recognition | Sept 2020 (Ongoing) | ASB Coordinator HR Teachers/Librarian/T&L Coach Classroom Teachers Counselors/Admin Team Whole Staff |
| Knudsen Family Pirate Ship | October 2020 | Admin Team/PTA |
| WIN Wednesday - Mentoring; Student Support; Counseling Groups; Enrichment Activities; Home Visits | November 2020 (Ongoing) | Whole Staff |
| <u>Potential Work</u> Hybrid Learning Format Zoom Virtual Assembly Buddy Classroom (registration tours) | TBD TBD Spring 2021 | Whole Staff ASB Coordinator Counselors/6th Grade Teachers |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|--------------------------------------|---------------------|
| Pulse Surveys (Stakeholder perception data) - Engagement and Supporting Success - WIN Wednesday - Staff - WIN Wednesday - Staff & Students - WIN Wednesday - Staff & Students & Parents | Oct 9-15 Dec 2 Dec 9 Dec 16 | MS Principals & T&L |

Staff Climate / Culture

Data Collected and Reviewed

- Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year
- PBIS Surveys

Focus - “Adapting Your Experience”

Our theme for this year was to remember and connect with our past experiences working in middle school with children and parents. While the format was different, and everything seemed new and foreign, our history and experiences would be a grounding influence. It was a shift from focusing on “how” we did something when kids were in the building, to “why” did we do something with kids... and then tweak, adjust, and change our practices given our current parameters.

Early in the year, through surveys and conversations, staff reported dissatisfaction and loss of their sense of efficacy and competency working in a remote environment. It was extremely important to provide staff with immediate and ongoing training and support to rebuild confidence, clarify expectations, and celebrate breakthroughs and discoveries. This involved a great deal of additional time and effort for all involved.

One of the helpful adjustments was an increased level of collaboration between buildings at the grade level department meetings. Working with peers both at STMS and MVMS, our staff has benefited from increased collaboration at every level as we grew through development of technical proficiency, learning planning balance, strategies for student engagement, and how to support students in our assessment tasks.

In mid-October, we began an intensive self-study about how to keep our weekly schedule fairly consistent for students and families, but alter the Wednesday schedule as a midweek opportunity for staff to better meet the differentiated needs of our impacted students, while addressing our staff’s desires for additional time. From this collaboration with both middle schools, our WIN Wednesday model was developed. While still a work in progress, we feel it has great potential and will support our future transition to a hybrid schedule.

Continuing from last year, we remain engaged with our special education collaboration around struggling students. This involves training paraeducators, examining Universal Design for Learning practices, sharpening our co-teaching practices, and sharing common accommodations to be more inclusive with general education classrooms.

Another area of growth from last year is our work with equity in our learning community. Our building level Equity Team continues to build knowledge from our shared experiences, which includes the district work with Dr. Caprice Hollins. We are already using that lens to review our remote learning work and support of struggling students via WIN Wednesday.

Work Plan

| Activity | Timeline | Responsibility |
|--|-----------------------|------------------------|
| Teacher Tips/Tricks - Distance Learning Playbook - Blended Learning - STMS Tips | Yearlong - dates vary | Admin Team/T&L Coaches |

| | | |
|---|--|--|
| Culture Club - August Games; Dance Break; Meeting Music; Holiday Card, Starbucks | Monthly | Principal/Team |
| Technical Learning - STMS Google Classroom for Staff; Invitations to Building Support | August 2020 | Admin Team/T&L Coaches |
| Planning Balance | September 2020 | Admin Team/T&L Coaches |
| Engagement Fixes | September 2020 | Admin Team/T&L Coaches |
| Assessment Support | October 2020 | Admin Team/T&L Coaches |
| WIN Wednesday | November 2020 | Admin Team/T&L Director/Whole Staff |
| Equity Experiences - Dr. Hollins - Equity Team | November 18, January 13, February 24 Monthly | T&L Director of Equity/Principal/ Whole Staff |
| Special Education Inclusion Grant | Winter 2019-Summer 2021 (ongoing) | SE Director/Principal/Site Team |
| <u>Potential Work</u> Student Equity Speakers | Spring 2021 | STMS Equity Team |
| Staff BEARS Bucks, Mailbox Surprises; Staff Mtg Games | Winter 2021-Spring 2021 | Culture Club/Admin Team |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|--|---------------------|
| Pulse Surveys (Stakeholder perception data) - Engagement and Supporting Success - WIN Wednesday - Staff - WIN Wednesday - Staff & Students - WIN Wednesday - Staff & Students & Parents | Oct 9-15 Dec 2 Dec 9 Dec 16 | MS Principals & T&L |
| PBIS Surveys | Quarter 1 Quarter 2 Quarter 3 Quarter 4 | PBIS Committee |

Parent / Family Climate / Culture

Data Collected and Reviewed

- Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year
- PTA Feedback

Focus - Increase Information on Remote Learning & Support

The remote learning format, while designed with input from staff, families, and students, was still a novel concept for most families. It has been essential to educate our families on our progress and activities. This has increased our use of traditional lines of communication and meetings, as well as using new or creative methods, such as Zoom staffings, mentoring sessions, and home visits. We collected survey data, several times with T&L support, to better understand what families preferred given our COVID-19 health restrictions to develop our middle school model, and to make adaptations to our format throughout the year.

It was a wonderful opportunity to partner with PTA on the Knudsen Family Pirate Ship event to support the Maple Valley Food Bank. Beyond the financial support and food goods donations, it was an experience that was fun for the whole family during this pandemic. We hope to continue this event in the future and it was a positive experience that will highlight this difficult year.

Work Plan

| Activity | Timeline | Responsibility |
|--|---------------|--|
| Newsletters - (families) Trail Notes - (student) The Daily Growl | Monthly | Principal/Office Manager/Teaching Staff |
| Social Media - Facebook, Twitter, Instagram | Periodically | Principal/Staff Members |
| Opening School Information - Remote Learning Tech Access; Student Schedules Release; School Supply Distribution; Virtual Open House; Welcome videos | August 2020 | T&L/Tech Department; Counselors/Registrar; Dean of Students/Staff Members; |
| Qtr Student Recognition | Monthly | PBIS Committee/Staff Members; |
| PTA Knudsen Family Pirate Ship Halloween | October 2020 | Principal/PTA |
| WIN Wednesday Format | November 2020 | Principal/T&L/ILT/Staff |
| Signs of Suicide Family Presentations | December 2020 | Counselors/Special Services |
| <u>Potential Work</u> Town Hall or Open House version for Semester 2 to address current | February 2021 | Principal/PTA/Counseling/ |

| | | |
|--|--|----------------|
| status, registration activities, and future “hybrid” planning. | | Teaching Staff |
|--|--|----------------|

Measures and Monitoring

| Measure | Timeline | Responsibility |
|--|--------------------------------------|---------------------|
| Pulse Surveys (Stakeholder perception data) <ul style="list-style-type: none"> - Engagement and Supporting Success - WIN Wednesday - Staff - WIN Wednesday - Staff & Students - WIN Wednesday - Staff & Students & Parents | Oct 9-15 Dec 2 Dec 9 Dec 16 | MS Principals & T&L |
| PTA Feedback | Monthly Meetings | Principal/PTA |
| Yearly Perception Surveys | Spring 2021 | Principal/T&L |

Student Growth and Achievement

[Supports Board Goal: Accountability for increasing student growth and achievement]

- ★ Are students learning in our remote / hybrid models?
- ★ What supports are there and how are they working for students who are struggling?
- ★ Are we identifying and intervening with students who are disengaging from learning?

Data Reviewed

Stakeholder Perceptions: How is remote learning going?

Pulse Survey (October 2020)

| Stakeholder | Terrible | Not Great | Ok | Good | Excellent | Ok to Excellent |
|-------------------------|----------|-----------|-----|------|-----------|-----------------|
| Parents (n=661) | 6% | 21% | 32% | 31% | 10% | 73% |
| Students (n=527) | 5% | 17% | 41% | 28% | 9% | 78% |
| Staff (n=46) | 0% | 20% | 48% | 30% | 2% | 80% |

Overall Class Grades (A → F) Comparison to Similar Data Points in Prior Years

| | % A's | % B's | % C's | % D's | % F's | % C- or less | % D+F |
|----------------|-------|-------|-------|-------|-------|--------------|-------|
| 2018-19 Term 1 | 58% | 26% | 10% | 4% | 2% | 8% | 6% |
| 2019-20 Term 1 | 56% | 28% | 10% | 4% | 2% | 8% | 6% |
| 2020-21 Term 1 | 52% | 27% | 13% | 5% | 3% | 11% | 8% |
| 2018-19 Sem 1 | 51% | 28% | 14% | 5% | 2% | 10% | 7% |
| 2019-20 Sem 1 | 50% | 30% | 14% | 4% | 2% | 9% | 6% |
| 2020-21 Sem 1 | 50% | 28% | 14% | 5% | 3% | 12% | 8% |

Data source: Homeroom Extract Gradebook Grades Duplicated student count, passing grades removed

Monitoring of Learning Through Class Grades

Summit Trail Middle School Current Grades All Students All Courses

| Grades | Total # | Total # | Total # | Total # | Total # | Total # | Total # |
|-------------------|------------|------------|------------|-----------|------------|-----------|-----------|
| | 10-31-2020 | 11-15-2020 | 11-25-2020 | 12-6-2020 | 12-20-2020 | 1-10-2021 | 1-24-2020 |
| F | 414 | 320 | 314 | 360 | 385 | 379 | 371 |
| D | 222 | 209 | 209 | 242 | 247 | 246 | 233 |
| D+ | 131 | 144 | 144 | 141 | 141 | 130 | 136 |
| C- | 163 | 195 | 195 | 221 | 222 | 217 | 202 |
| D & F | 636 | 673 | 667 | 743 | 773 | 755 | 740 |
| C- or less | 930 | 868 | 862 | 964 | 995 | 972 | 942 |
| P | 77 | 390 | 190 | 3 | 3 | 3 | 3 |

Data source: Homeroom Extract Gradebook Grades (All MS S1) Duplicated student count, D&F includes D+ grades

Summit Trail Middle School % of Total Current Grades All Students All Courses

| Grades | % of Total |
|-------------------|------------|------------|------------|------------|------------|------------|------------|
| | 10-31-2020 | 11-15-2020 | 11-25-2020 | 12-6-2020 | 12-20-2020 | 1-10-2021 | 1-24-2020 |
| F | 6.2% | 4.9% | 5.0% | 5.5% | 5.9% | 5.8% | 6.0% |
| D | 3.3% | 3.2% | 3.3% | 3.7% | 3.8% | 3.7% | 3.7% |
| D+ | 2.0% | 2.2% | 2.3% | 2.1% | 2.1% | 2.0% | 2.2% |
| C- | 2.4% | 3.0% | 3.1% | 3.4% | 3.4% | 3.3% | 3.2% |
| D & F | 11.5% | 10.3% | 10.6% | 11.3% | 11.8% | 11.5% | 11.9% |
| C- or less | 13.9% | 13.3% | 13.7% | 14.7% | 15.2% | 14.8% | 15.1% |
| P | 1.2% | 6.0% | 3.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Data source: Homeroom Extract Gradebook Grades (All MS S1) Duplicated student count, D&F includes D+ grades

Students with 1 or more D/F Grades (Unduplicated)

| # of D/F Grades | # Students |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|
| | 10-31-2020 | 11-15-2020 | 11-25-2020 | 12-6-2020 | 12-20-2020 | 1-10-2021 | 1-24-2020 |
| 1 | 152 | 115 | 110 | 114 | 116 | 112 | 123 |
| 2 | 82 | 63 | 63 | 71 | 58 | 56 | 60 |
| 3 | 45 | 47 | 47 | 46 | 48 | 42 | 32 |
| 4 | 39 | 36 | 36 | 37 | 48 | 54 | 51 |
| 5 | 19 | 21 | 22 | 27 | 23 | 21 | 19 |
| 6 | 7 | 7 | 6 | 11 | 15 | 14 | 17 |
| More than 3 D/F Grades | 65 | 64 | 64 | 75 | 86 | 89 | 87 |
| Total Students D/F | 344 | 289 | 284 | 306 | 308 | 299 | 302 |

Data Source: Homeroom Data Grids D&F includes D+ grades

Summit Trail Middle School Student Attendance Cumulative Across Year

| | Sept 9-1 to 10-1 | Oct 9-1 to 11-1 | Nov 9-1 to 12-1 | Dec 9-1 to 1-1 | Jan 9-1 to 2-1 | Feb 9-1 to 3-1 | Mar 9-1 to 4-1 | Apr 9-1 to 5-1 | May 9-1 to 6-1 |
|---|---------------------|--------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| % Students 90% Attendance | 84.5% | 84.8% | 85.0% | 86.5% | 87.4% | 88.6% | 89.1% | | |
| % Students Extreme Chronic Absence (20%+ absence) | 6.5% | 6.3% | 5.8% | 5.0% | 4.3% | 3.9% | 4.0% | | |
| % Students Chronic Absence (10% absence) + Grades of D/F | - | 10.2% | 10.6% | 9.9% | 8.1% | 9.2% | 9.0% | | |

| | | | | | | | | | |
|---|---|------|------|------|------|------|------|--|--|
| % Students Extreme Chronic Absence + Grades of D/F | - | 5.5% | 5.0% | 4.3% | 3.7% | 3.4% | 3.6% | | |
|---|---|------|------|------|------|------|------|--|--|

Data Source: Homeroom Data Grids

Summit Trail Middle School Student Attendance Month by Month

| | Sept 9-1 to 10-1 | Oct 10-1 to 11-1 | Nov 11-1 to 12-1 | Dec 12-1 to 1-1 | Jan 1-1 to 2-1 | Feb 2-1 to 3-1 | Mar 3-1 to 4-1 | Apr 4-1 to 5-1 | May 5-1 to 6-1 |
|---|---------------------|---------------------|---------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| % Students 90% Attendance | 84.5% | 84.1% | 83.2% | 89.3% | 88.5% | 90.1% | 88.4% | | |
| % Students Extreme Chronic Absence (20%+ absence) | 6.5% | 6.6% | 6.8% | 5.3% | 4.9% | 3.9% | 4.6% | | |
| % Students Chronic Absence (10% absence) + Grades of D/F | - | 10.7% | 10.7% | 6.9% | 6.7% | 6.7% | 9.5% | | |
| % Students Extreme Chronic Absence + Grades of D/F | - | 5.5% | 5.2% | 4.3% | 3.5% | 3.1% | 4.2% | | |

Data Source: Homeroom Data Grids

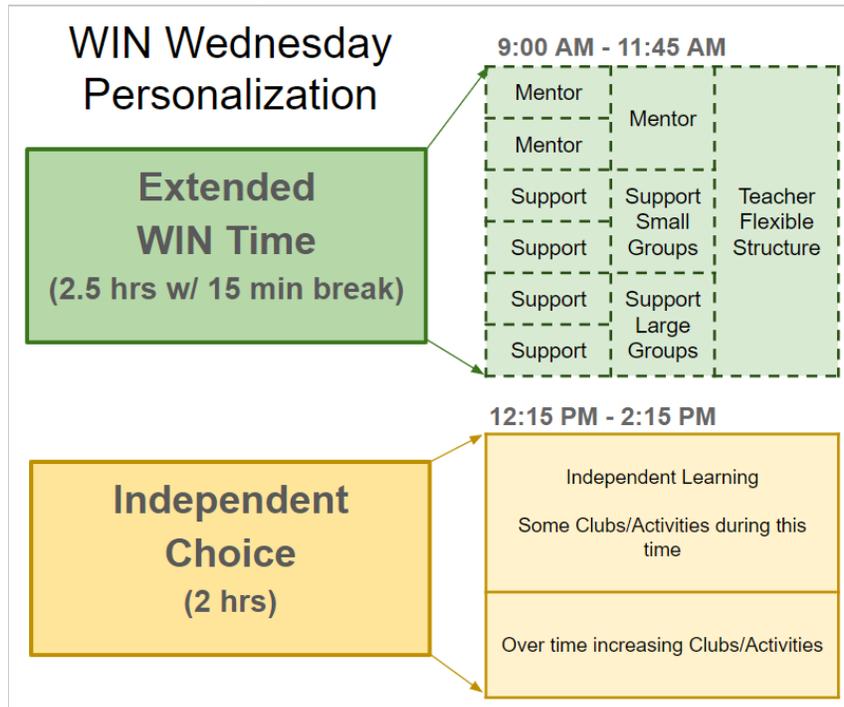
Focus - WIN Wednesday Implementation

Provide support to improve learning for students struggling to engage and learn in our 100% remote model.

- Aggressively target and support impacted students to create a plan and make change
- Provide student feedback (both positive & growth focused)
- Improve sustainability for teachers to provide quality lessons and experiences for all students M-Tu-Th-F

Schedule Modification to Address Student Needs

- Implement personalized extended WIN Wednesday (WIN - What I Need)
- Morning instructional blocks will include required sessions for students that are assigned sessions by staff, for students in good standing there will be a high degree of choice and independent learning
 - 1:1 Mentoring of students at high risk and check-in/check-out for some students
 - Small group sessions focused on content based academic feedback and support
 - Larger group sessions focused on content based academic support
 - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
 - Larger group enrichment sessions
- Afternoon sessions will include required sessions for students when assigned by staff. There will also be an increasing variety of options for optional student involvement in clubs and activities.
 - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
 - Larger group enrichment sessions
 - Required check-in/check-out for some students
 - Optional clubs and activities open to all students



Work Plan

| Activity | Timeline | Responsibility |
|--|----------|---------------------|
| Summer 2020 Development of MS Model for Fall Reopening | | MS Principals + T&L |
| Principal ILT Feedback | | Sean Cassidy |
| Principal Staff Feedback Survey | | Sean Cassidy |
| Stakeholder Pulse Survey - Feedback on Engagement and Supporting Success | Oct 9-15 | MS Principals & T&L |

| | | |
|--|--------------------------------|---|
| Development of Meeting Needs Custom Application Partnership with School Data Solutions (SDS) | Nov 4 - Dec 2 | T&L - Dawn Wakeley SDS |
| Teacher Training for WIN Wednesday Implementation <ul style="list-style-type: none"> - Why WIN Wednesdays? Setting expectations - Mentoring Guidelines and Supports - Content Specific Academic Supports - Supporting Teacher / Team Collaboration - Using the Homeroom Application - Meeting Needs | Nov 18 Nov 25 | MS Principals Gwen Huete Bldg. & Content Coaches Bldg. & Content Coaches T&L - Dawn Wakeley |
| Develop & Implement WIN Wednesday Sessions <ul style="list-style-type: none"> - Mental health and other supports - Check-in / check-out - Mentoring Guidelines and Supports - Enrichment Sessions - | Dec 2 → ongoing | Counselors & SBIRT Deans SBIRT Coordinators Librarians + T&L + ? |
| Communications Plan for WIN Wednesdays <ul style="list-style-type: none"> - Initial information to staff - Initial information to students & families - Meeting Needs Application - 1st WIN Wed Assignments - Meeting Needs Application -WIN Wed Parent Info Night | Nov 30 Nov 30, Dec 1, Dec 8 | MS Principals |
| Review of WIN Wednesday Review of 1st three weeks | Ongoing Dec 21 | MS Principals MS Principals + T&L |
| | | |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|--|--------------------------------------|--|
| Pulse Surveys (Stakeholder perception data) <ul style="list-style-type: none"> - Engagement and Supporting Success - WIN Wednesday - Staff - WIN Wednesday - Staff & Students - WIN Wednesday - Staff & Students & Parents | Oct 9-15 Dec 2 Dec 9 Dec 16 | MS Principals & T&L |
| Monitoring of Course Grades & WIN Activities <ul style="list-style-type: none"> - Summary data for site plan tracking - Classroom data & intervention reflections | Ongoing 2-3 wks Weekly | T&L - summary data Teacher Leaders w/team |
| | | |

Focus - WIN Wednesday Implementation

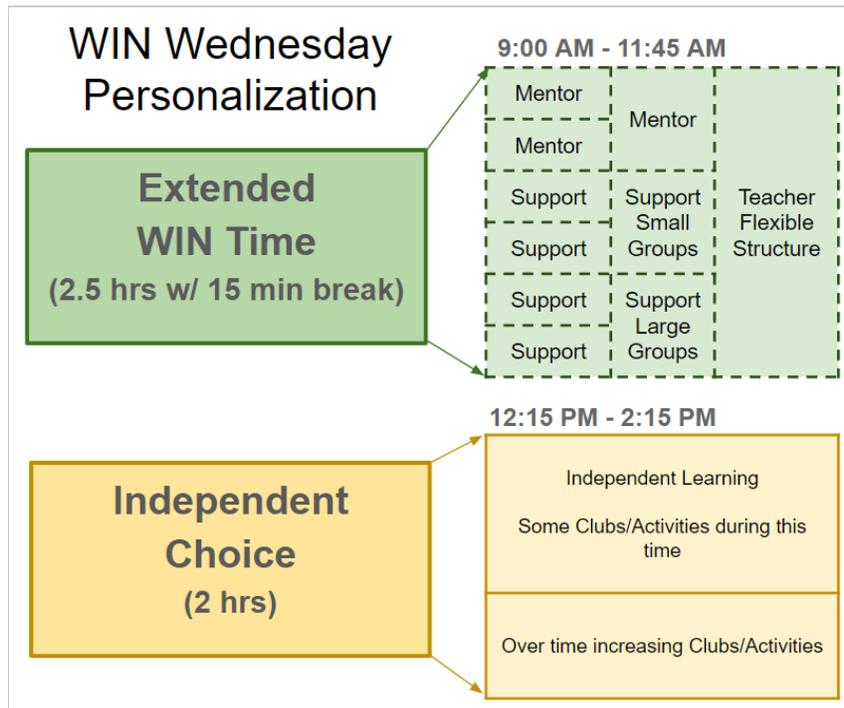
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 - Larger group sessions focused on content based academic support
 - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
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 - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
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 - Required check-in/check-out for some students
 - Optional clubs and activities open to all students

| D/F Ss | 6-Oct | # P223 10/1 | % of Total/Gr. | 2-Dec | # P223 12/1 | % of Total/Gr. | % progress towards goal to cut in 1/2 | 17-Dec | # P223 12/17 | % of Total/Gr. | % progress towards goal to cut in 1/2 |
|--------------|---------------|----------------|-------------------|---------------|----------------|-------------------|---|------------|-----------------|-------------------|---|
| 6th | 126 Ss | 357 | 35% | 83 Ss | 352 | 23.50% | 35% | 84 | 352 | 23% | 44% |
| 7th | 168 Ss | 360 | 46% | 60 Ss | 361 | 16.60% | 65% | 87 | 361 | 24% | 51% |
| 8th | 200 Ss | 396 | 50% | 127 Ss | 397 | 31.90% | 37.50% | 124 | 396 | 31% | 48.00% |
| Total | 484 Ss | 1,113 | 43% | 270 Ss | 1,110 | 24.30% | 45.30% | 295 | 1,109 | 26% | 41.00% |



Work Plan - WIN Wednesday Planning and Implementation

| Activity | Timeline | Responsibility |
|--|--------------------------------|---|
| Summer 2020 Development of MS Model for Fall Reopening | | MS Principals + T&L |
| Principal ILT Feedback | | Sean Cassidy |
| Principal Staff Feedback Survey | | Sean Cassidy |
| Stakeholder Pulse Survey - Feedback on Engagement and Supporting Success | Oct 9-15 | MS Principals & T&L |
| Development of Meeting Needs Custom Application Partnership with School Data Solutions (SDS) | Nov 4 - Dec 2 | T&L - Dawn Wakeley SDS |
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| | | |
|--|-------------------|--------------------------------------|
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| | | |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|--|--------------------------------------|--|
| Pulse Surveys (Stakeholder perception data) <ul style="list-style-type: none"> - Engagement and Supporting Success - WIN Wednesday - Staff - WIN Wednesday - Staff & Students - WIN Wednesday - Staff & Students & Parents | Oct 9-15 Dec 2 Dec 9 Dec 16 | MS Principals & T&L |
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| | | |