Goal 1	Development and articulation of Multi-Tiered Systems of Support (MTSS) for academics and behavior [ESD Board End- Strong Academic and Future Ready Skills]
Goal 2	Development and implementation of strategies to promote student engagement [ESD Board End- Connections and Successful Global Citizens in a Changing World]
Goal 3	Improve the overall performance of students in the EL program as reflected by ELPA scores, SBA scores, and MAP scores. (25% of EL students will meet proficiency on the SBA) [ESD Board Ends- all three]
Goal 4	Target goals for MAP Assessment- *will be identified following the fall assessment* [ESD Board Ends- *Successful Global Citizens and Strong Academic and Future Ready Skills*]

Criterion	1. Creating a Culture
Goal	If the principal creates a school culture that promotes the ongoing improvement of learning and teaching for students and staff then teacher effectiveness and student achievement will increase as measured by school, district and state assessments.
Action 1	Building administrators will be active participants on the PBIS leadership team. Evidence of involvement will be evident in communication of prioritized work as determined by the leadership team in Nuts and Bolts, staff meetings, advisory lessons, and Building Leadership Team notes.
Action 2	Administrators will be visible in classrooms at least bi-weekly: one visit in every classroom every two weeks compared to a current rate that is inconsistent and need based.
Action 3	Monitor student academic progress and maintain regular communication with students and families to promote ongoing success.

Criterion	2. Ensuring School Safety
Goal	If the principal and staff provide for school safety, then the focus will be on teaching and learning; teacher effectiveness and student achievement will increase as measured by school, district and state assessments.
Action 1	All stakeholders will be trained in PBIS and the PBIS Leadership Team will intentionally take steps to become a Tier 2 school. TFI data will demonstrate progress towards full implementation of Tier 1 from 75% in "teams" to 100%, from 72% in "implementation" to 90%, and from 50% in "evaluation" to 75%. TFI data will demonstrate progress towards implementation as a Tier 2 PBIS school, moving from 0% implementation in all areas to 25% in "teams", 40% in "interventions", and 25% in "evaluations". Track success by collecting and analyzing data on behavior, attendance, and the effects of a reward and responsibility system.

Action 2	Monitor attendance data to increase regular attendance (90% or more) from 76% to 78%. Early interventions will include letters home, family meetings, and Restorative Justice conversations.
Action 3	Monitor behavior data to examine for patterns of behavior and reduce repeat behaviors. Early interventions will include family meetings, low-level disciplinary actions, and Restorative Justice conversations.
Action 4	*use CEE survey results to develop an action plan pending results*

Criterion	3. Planning with Data
Goal	If the principal and leadership team leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements, then teacher effectiveness and student achievement will increase as measured by school, district and state assessments.
Action 1	Based on Fall 2019 Data Dive information indicating a slower progression towards proficiency for EL students and students of poverty, an emphasis will be placed on the use of Learning Targets and academic vocabulary.
Action 2	Supports students moving from elementary to middle school by encouraging all 5th graders to participate in Camp Morgan increasing attendance from 61% to 70% of incoming sixth grade students. Funding designated for Title and/or EL student support could be used to off-set the cost of enrollment in Camp Morgan to increase attendance. (Title)
Action 3	Support students moving from middle school to high school by developing a partnership with EHS for transition from 8th - 9th, include the High School and Beyond Plan for all 8th grade students in February and March. Include an analysis of first semester failing grades to determine what indicators were evident in 7th and 8th grade to increase prevention opportunities. (Title)
Action 4	Ensure that all certificated staff members are trained to use Homeroom to access data and use this to make decisions to support student achievement. Evidence of implementation will be in PLC team notes.

Criterion	4. Aligning Curriculum
Goal	If the principal and leadership team assists instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals then teacher effectiveness and student achievement will improve as measured by school, district and state assessments.
Action 1	PLC teams will work to integrate the Instructional Growth Cycle into planning and development of lessons. PLC team notes will include evidence of this discussion and evidence of administrator involvement.
Action 2	Technology enhanced instructional strategies will include: use of Google Apps for Education, SBA Interim Assessments, digital library resources, and web-based curriculum and research. A support plan for sustainable implementation will be produced by June 2021
Action 3	An ongoing plan for common assessments will be further developed throughout the year for future implementation post COVID 19

Criterion	5. Improving Instruction
Goal	If the principal and leadership team monitors, assists, and evaluates effective instruction and assessment practices, then teacher effectiveness and student achievement will improve as measured by school, district and state assessments
Action 1	All teaching staff will be encouraged to participate in peer observations in order to reflect on own professional growth and study implementation of school goals around student engagement, PBIS, and integration of technology.
Action 2	Work with teacher teams to analyze student data, create communication plans to share with students and families, and set new achievement goals for individual students.
Action 3	Professional Development will be provided regarding the use of strategies to increase acquisition of academic language. Fall 2019 Data Dive indicated a need to increase the intentional instruction of academic language to close the achievement gap for EL students and students of poverty. (Title)
Action 4	The co-teaching program will be developed more fully to support learners and teacher development. Fall 2019: 6th Math- 1 cotaught class (SpEd), 7th Math- 2 cotaught classes (SpEd), 8th Math- 2 cotaught classes (SpEd), 7th PNW- 1 cotaught class (EL), 6th Science- 1 cotaught class (EL), 6th ELA- 2 cotaught classes (SpEd), 7th ELA- 3 cotaught classes (SpEd), and 8th ELA- 2 cotaught classes (SpEd) *data suspended due to COVID19* Fall 2021 master schedule should reflect an increase of 1 cotaught 6th grade math class and additional cotaught EL support classes.

Criterion	6. Managing Resources
Goal	If the principal manages both staff and fiscal resources to support student achievement and legal responsibilities then teacher effectiveness and student achievement will increase as measured by school, district and state assessments.
Action 1	Professional development will be aligned with school goals. All staff will be trained in PBIS and student engagement strategies, specific to EL students. Other PD opportunities will include: diversity training, SBA interim assessments and use of data, protocols for guiding PLC conversations, etc. Data will be collected on staff attendance and implementation of new strategies, PBIS data, etc.(Title)
Action 2	Staff will be provided with training regarding differentiation and support to begin the process of differentiation. 6th Grade Math will analyze a self-paced approach to math and a "winter" school program. (Title)
Action 3	Revisit the qualities of effective PLC teams and integrate the concepts from DuFour's work and collective efficacy.

Criterion	7. Engaging Communities
Goal	If the principal and staff partners with the school community to promote student learning, then teacher effectiveness and student achievement will improve as measured by school, district and state assessments.
Action 1	Further develop community partnerships in reference to assessed areas of need at the school. Plan possible improvements for next year as necessary.

Action 2	Implement a system to ensure that all communication is available in a family's home language. Documents must include key policy documents, frequently requested information, and the school's Title Compact. Included in this action step is the inclusion of a language line service for communication to families. (Title)
Action 3	Include parents in the quarterly stakeholder leadership team and maximize the use of communication opportunities such as: newsletter, Facebook, webpage, and Blackboard to communicate the school's purpose and the roles each stakeholder plays in a student's education. (Title)

Criterion	8. Closing the Gap
Goal	If the principal and leadership team demonstrates commitment to closing the achievement gap, then teacher effectiveness and student achievement will improve as measured by school, district and state assessments.
Action 1	Develop, implement, and evaluate tiered response plan for the use of extended learning opportunities. Further develop intervention classes for math and reading, Winter School Program, and connections to the advisory program. Evidence to be collected will include data on Title I targeted assistance students demonstrating progress in reading and 6th grade math students demonstrating progress. (Title)
Action 2	Ensure implementation of strategies specifically designed to engage EL learners that include acquisition of academic language and use of Learning Targets. Incorporation of learning targets will be evident in every classroom, increasing from inconsistent data to 100% of classes having learning targets evident and 75% of the classroom visits will have evidence of references to learning targets and the academic language contained within them. (Title)
Action 3	Implement the MAP assessment and Edgenuity/My Path to provide information about individual students to be used in providing targeted interventions for their success. MAP data analysis will begin with the second assessment in January and February 2020. (Title)
Action 4	Increase percentage of students with IEPs who receiving SDI with a LRE of 80-100% from 56% (60/106 students) to 66% (70/106 students) for the 2020-21 school year. Professional development will be provided to staff members participating in coteaching environments.

MMS Student Growth Goals- with EL disaggregated for the district goals.

MAP						
			Fall 2019 Results	Spring 2020 Goal	Fall 2020 Results	Winter 2021 Goal
Math	6th	All St.	28%	50%		
		EL St.	0 students	2 at L3, 11 meet or exceed expected growth		
	7th	All St.	34%	60%		
		EL St.	1 student	1 at L3, 2 at L2, 8 meet or exceed expected growth		
	8th	All St.	31%	60%		
		EL St.	0 students	11 meet or exceed expected growth		
Reading	6th	All St.	48%	60%		
		EL St.	1 student	2 at L3, 11 meet or exceed expected growth		
	7th	All St.	54%	70%		
		EL St.	1 student	3 at L3, 8 meet or exceed expected growth		
	8th	All St.	45%	60%		
		EL St.	0 students	2 at L3, 2 at L2, 7 meet or exceed expected growth		