

MERIDIAN MIDDLE SCHOOL (0011)

Submitted by: Shumway.Denise@westada.org at 6/27/2018 2:02:31 PM

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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Lisa Austin	Principal	<input type="checkbox"/>
Katie Story	Instructional Coach	<input type="checkbox"/>
Nicole Sullivan	Math Dept. Chair	<input type="checkbox"/>
Nerissa Armstrong	Social Studies Department Chair	<input type="checkbox"/>
Molly Skidmore	Music	<input type="checkbox"/>
Lili Saum	ELA Department Chair	<input type="checkbox"/>
Sandra Brown	Title I Teacher	<input type="checkbox"/>
John Wilpur	PE/Health Teacher	<input type="checkbox"/>
Callie Pugel	Elective/Tech	<input type="checkbox"/>
Cari Barnes	Counselor	<input type="checkbox"/>
Nikki Madsen	Science	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>Who chairs the team? Principal Lisa Austin</p> <p>How are decisions made? Collaborative discussion, then consensus</p> <p>How frequently does the team meet? Once a month</p> <p>What is the process for communicating with district leadership?</p> <p>How are agendas set?</p> <p>How is formative and summative student data used for decision making?</p> <p>How do they ensure that decisions are evidence-based?</p> <p>Who is responsible for communicating with staff, families, and other stakeholders?</p>
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The Meridian Middle School Leadership Team is comprised of Principal, a team member from each grade level and the Title department, and a representative of the specialist department. The Co-Chairs, Lisa Austin and Katie Story, receive information from departments from district office, departments in the school, teacher teams, and teachers regarding decisions needing to be made. Decisions range from school systems decisions, expenditures, the College and Career Readiness component of the District Instructional Model which includes a building playlist that is composed of strategies a building has chosen as a focus. This includes instructional improvement, book study topics and professional articles, as well as feedback on items for consideration, such as interview questions, grading policy, Professional Learning Community goals, and more. Leadership team members also share District professional development learning and implementation with the staff.

The Leadership Team bases their decisions from the mission, vision, and goals of the district and school. The unique needs of the school also determine where decisions need to be made. For example, it was decided the staff will receive professional development on strengthening our Professional Learning Communities among the teaching staff. Next year, we will make sure that each grade level is represented on this team.

These agenda items are discussed during at least one meeting per month and additional special sessions.

School and Community

The West Ada School District has been through a number of changes in the last three years. Four of the five board members were recalled or replaced. The superintendent resigned and was replaced. In addition, the Assistant Superintendent for Instruction retired and was replaced. At the director level, four of the eight Directors either retired or resigned. Although employment has been on the rise, the district continues in a high growth cycle. Each year, a thousand students have been added to the district for the last three years. This has necessitated redrawn boundary lines, passing bonds, passing emergency levies and building new schools, in an attempt to keep up with growth.

All of the above has created a fast pace and a lot of change in the district. However, the new superintendent came in with a clear vision on the district's direction and a mandate from the new board. The changes have lead to an increased focus and alignment. The district has used this opportunity to reboot it's PLC process, to redesign it's curriculum to make it more guaranteed and viable, to refocus on a College and Career ready focus, and to put renewed

	<p>effort into improving instruction and RTI.</p> <p>MMS has maintained its administrative staff this year. Staff turnover was in the normal range at the start of the 17-18 school year. Boundary changes have been made by the district which will go into effect for the 2018-19 school year. These changes will result in an increase of approximately 250 students. Our poverty rates have remained steady for many years, and we are just under 50% of our students who qualify for Free and Reduced Lunches. WASD has provided a Title 1 teacher and an Instructional Coach for this school year. These staff members will be returning for the 2018-19 school year. It was also determined that MMS would become an AVID School for the 2018-19 school year.</p>
<p>Academic Achievement</p>	<p>Please see uploaded chart re: MMS subgroup data.</p>
<p>Student Learning Needs</p>	<p>Data Review meetings are held twice a year. In attendance are the two Data Leads, administrator(s), Title I teacher, and the building Assessment Lead. The universal screener results, the previous year's ISAT results, current progress monitoring data, ISAT Interim Block Assessment (IBA) data, and Common Formative Assessment (CFA) results are analyzed and evaluated to pinpoint student needs and determine placement for Tier 2 and Tier 3 intervention groups. The facilitators of those groups then determine the best methods and resources for addressing the needs of the students in each group. Twice per month, there is a school-wide intervention provided for students needing targeted instruction in both Math and ELA. This is called Chief Time and it alternates between Math and ELA. Post-intervention, data is then re-evaluated to ensure that students have in fact met the standards. For the few that have not, Tier 3 intervention is planned and delivered through ELA, Math, or the Title 1 teacher. Informal meetings are held frequently throughout the year in grade level PLCs to keep the groups fluid and effective. For the other two weeks of the month, students are provided additional work time for work completion, reading, and studying. This is called GRIT Time, and it stands for Grades, Reading, Intervention, and (extra) Time. For some students needing Tier 3 attention, teachers may provide individualized instruction and attention as needed. In the future, we need to work towards refining core instruction and differentiation in all courses, but particularly ELA and Math.</p>
<p>Core Curriculum</p>	<p>West Ada Middle schools use the Idaho Content Standards as the core curriculum to drive instruction. Both ELA and Math use district curriculum documents that are directly tied to the Idaho Content Standards.</p> <p>The curriculum tools which schools currently use for ELA are</p>

	<p>the District Curriculum ELA documents. These documents are chunked into concept-based units. The district clearly stated the sequence within the units. In-district support of implementing the ELA standards consists of educators having access to ELA curriculum coaches.</p> <p>The curriculum tools for math include the District's Math Documents and Spatial-Temporal (ST) Math. Over the course of the school year, the math teachers have received district trainings and access to math content-based coaches.</p> <p>For the 2018-19 school year, both ELA and Math will see changes. ELA will have new curriculum and Math will be receiving new textbooks at each grade level. CPM is a research-based resource that will help teachers meet the standards with a guaranteed and viable approach.</p> <p>Fidelity is required for the priority CCS standards. There is less monitoring in terms of the district curriculum and resources in ELA.</p>
Core Instruction	<p>It is becoming a regular practice for teachers and teacher teams to adjust instruction based on formative assessment data. Within lessons, teachers use practices such as exit tickets, response cards, preplanned questions with response structures, and more to make minute to minute and day to day decisions about instruction based on evidence of student learning. Results from the frequent formative assessment practices are used to reinforce core learning through small group Tier II instruction.</p> <p>In collaborative teacher teams, teachers are writing, revising, studying, and implementing Common Formative Assessments. Grade level teachers are collaboratively analyzing results and are responding to student achievement data from their common assessments by providing additional intervention and enrichment within a unit of study. Teachers disaggregate data from common assessments based on EL and SPED subgroups to determine which students are responding to Tier I teaching.</p>
Alignment of teaching and Learning	<p>Teaching and learning is the reason teams collaborate. All teachers collaborate every Wednesday morning with their grade level or content team and many, who have embraced the work of a PLC, collaborate during other common preparation times. The expected focus is on the four corollary PLC questions: 1) What do the students need to learn? 2) How do we know if they learned it? 3) What do we do if they didn't learn? 4) What do we do if they did learn? The extent which teachers collaborate on these topics is</p>

	<p>communicated to the building principal by a PLC guiding document or PLC notes. Because most grade levels identify what will be taught collaboratively through different tools such as instructional calendars, a process of identifying priority standards, and studying/writing common formative assessments, there is increasing consistency in the content being taught in each classroom. The extent that teaching and learning is articulated across grade levels varies.</p> <p>The district, in collaboration with teachers, is currently identifying the priority English Language Arts and Math standards to ensure a guaranteed and viable curriculum. Success criteria for the achievement of the standards will be more common with the development and use of proficiency scales (or common scoring guides) used to collaboratively score assessments. The criteria utilized for identifying the priority standards has resulted in vertical alignment. Building professional development to increase vertical knowledge and alignment is ongoing. Teachers providing support outside the classroom (SPED, EL, Title I) collaborate with grade levels to ensure instruction and student goals are focused on the most important learning. Depending on student need, this support would be considered Tier I or Tier II.</p> <p>Next year, a goal would be for 5th and 6th grade teachers to collaborate and work together and vertically align standards.</p>
Universal Screening	<p>Students are screened throughout the school year. Students take the reading and math Easy-CBM in the fall, winter, and spring. The spring ISATs are taken by students for ELA and math. Also, during the school year students take interim ISATs and common formative assessments. Each one of these assessments have cut scores for determination of at risk students. Meridian Middle School has a digital data board where this information is entered and stored. This year we were targeted assisted, so students were put in a rank order using data. Point values were assigned to the results of the ISAT and EASY-CBM assessments and then students were able to be rank-ordered according to highest need.</p>
Tiered Instruction and Academic Interventions	<p>Academic interventions are provided five days a week for 44 minutes, seven periods a day, by a Title I teacher and paraprofessional. This year we were targeted assistance, so students were put in a rank-order using data. Point values were assigned to the results of the ISAT and EASY-CBM assessments and then students were able to be rank-ordered according to highest need.</p> <p>ELA groups target 6th, 7th, and 8 grade students and consist of 5 to 7 students in each group. Leveled Literacy</p>

	<p>Intervention series is the evidence based program used for ELA intervention groups. These groups are taught by a certified teacher. The paraprofessional pushes into literacy lab classrooms to provide interventions to targeted students. The para is always with a certified teacher who provides the paraprofessional with directions. Math groups target 6th and 7th grades and a push-in model is used to work with targeted students. These targeted students are monitored using Easy-CBM math and reading assessments. Also, every week an extra 30 minutes is provided, Chief Time, by the classroom teacher for students who need core instruction intervention in reading and math. Next year this will increase to two 30 minute sessions each week. We also have a school-wide reading program called Designated Reading Time (DRT) which occurs daily for 15 minutes.</p>
<p>Learning Time</p>	<p>Meridian Middle School has thirty minutes of Chief Time every Thursday. Math and ELA intervention is conducted on these Thursdays on a rotating schedule. The students who attend these sessions are identified by common formative assessments given by their math or ELA teacher. Students who don't need intervention at this time, receive enrichment activities. Meridian Middle School also provides homework club 5 days a week for students who need support with classroom assignments and homework. Saturday school is provided twice a month for students who need extra assistance completing assignments. Summer school is an option for students who need to complete course work. Next year, an additional thirty minutes will be added to Chief Time on Tuesdays.</p>
<p>Non-Academic Student Needs</p>	<p>West Ada School District has a well-established comprehensive school counseling program that serves all students. The school counseling program promotes and enhances student learning in three broad, interrelated areas of student development: academic, career, and personal/social. These three areas of student development are addressed through the following delivery methods:</p> <ul style="list-style-type: none"> * Classroom and small group activities on the topics of bullying prevention, social skills, personal safety and career awareness. * Individual planning designed to assist all students to plan, manage and monitor their own educational, personal/social and career development. * Individual and small group counseling designed to respond to immediate needs and concerns. * Consultation designed to assist parents, teachers, and other concerned parties to be more effective in working with

children and youth.

* Coordination and case management designed to engage school, family and community resources to maximize student development.

West Ada School District has also received a McKinney-Vento Grant (Title X Funds) for the past 20 years. With these grant funds the school district has established a strong connection to the community and uncovered many community resources that are of benefit to our students and their families. Over the past decade the West Ada School Counseling Department has developed a network of community resources to assist our unaccompanied students and families experiencing homelessness.

Food: Each homeless student is immediately qualified for free school breakfast and lunch. The Meridian Food Bank has a Week-end Backpack program which all student experiencing homelessness are offered. Additional food banks and food pantries sponsored by local churches are also available for families in Star, Eagle, Meridian, and Boise. Homeless Grant Social Workers and/or school counselors are able to help families and unaccompanied youth qualify for food stamps through the Idaho Department of Health and Welfare.

School Supplies: The district has established strong community connections with various local business and non-profits such as the Assistance League of Boise and Project Kids who provide school supplies for low income students.

Clothing/Shoes: The Assistance League of Boise provides clothing and a shoe voucher for low income students in grades k-8th. The non-profit, the Closet, provides free teen-sized clothing and shoes. Project Kids also provides clothing and shoes for students who are experiencing homelessness. Meridian Middle School has a Chief Closet which provides new and gently-used clothing, shoes, undergarments, and backpacks to our students and their families as needed.

Hygiene Items: Mirror Image, Project Kids, and the United Way, three non-profits, provide hygiene items for homeless students in West Ada. Some hygiene items are also provided by the Chief Closet at our school site.

Medical Needs: West Ada School District has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and

youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

Housing: Although no shelters are available within the boundaries of West Ada School District, emergency shelters are available nearby including the Boise Rescue Mission: City Light Shelter; Boise Rescue Mission: Valley Shelter; Interfaith Sanctuary; Hay's Shelter; and the Women's and Children's Alliance. The CATCH program, a housing first initiative, provides assistance to families who qualify under the HUD definition of homelessness. Project Kids, Morrison Knudsen Foundation, and Navigation are also able to assist with housing deposits and first month's rent. Housing stipends for unaccompanied youth are provided by the West Ada Education Foundation program Housing + High School = Success. Mana Services and Gem Friends are also programs that assist unaccompanied youth with housing.

West Ada has 43 registered nurses in the 54 schools in the District. West Ada School District is committed to the safety and health of all students and staff. The school nurse's purpose is to enhance the educational potential of all students by promoting wellness and facilitating the management of health conditions which create barriers to learning. School nurses implement individual health plans for students with chronic health conditions, disabilities and those who require treatments like medications. In addition, they promote and maintain the health and well-being of students, families, and school personnel through assessment and teaching. We develop and maintain a system of first aid, recommend school safety measures and promote a healthful school environment, including communicable disease prevention through identification and screening and the monitoring of immunizations.

The Meridian Schools Clinic (MSC) is a collaborative venture between the Family Medicine Residency of Idaho (FMRI) and the West Ada School District (District). The District is the host site of the clinic and FMRI is the medical sponsor. The clinic delivers high quality health care to children and adolescents. The clinic is staffed by a multi-disciplinary team of health professionals including a Nurse Practitioner, social worker, dietitian, and dental hygienist. The clinic staff works cooperatively with school nurses, coaches, counselors, classroom teachers, and school principals and their staff to assure that the school-based health center is an integral part

	<p>of the life of the schools served.</p> <p>Our shared goal is to help children succeed in school and in life by keeping them healthy, in school, and ready to learn.</p> <p>The district provides the following non-academic supports for students in special education:</p> <p>Health services to meet student needs – nursing and non-nursing services (medication support, toileting, feeding and</p> <p>Behavioral services – from tiered interventions (in classroom) to special education classrooms that focus on behavior support (Positive Behavior Supports classrooms)</p> <p>Related services for students – speech, language, occupational, physical therapies; vision and deaf/hard of hearing supports, audiology support</p> <p>special Transportation with assistant support</p>
<p>Well-rounded Education</p>	<p>Well-rounded education is defined as “Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))”</p> <p>At West Ada middle schools, students can choose from a variety of electives, including, but not limited to: drama, language, choir, band, orchestra, family consumer science, art, computer science, personal finance, coding, etc. The students also have access to clubs such as chess club, future city club, history club and National Junior Honor Society.</p>
<p>Additional Opportunities For Learning</p>	<p>A variety of opportunities this year were used to positively impact students' future within workforce. To prepare our students for careers and college, middle schools have created a business unit as well as undertaken a simulation called “Reality Town” where students learn how to manage aspects of adult life.</p> <p>Meridian Middle School creates a monthly bulletin board focusing on a variety of College & Career Success topics,</p>

such as featuring state colleges, the differences between public and private universities, career information, etc.

School Transitions

Elementary School-Middle School

Describe what process or activities you conduct to assist elementary students in transitioning from elementary to middle school?

In April 2018, MMS held a Welcome Night for our incoming sixth grade students and their families. Pizza was provided for dinner, and current MMS students led tours throughout the school to make students and their families more comfortable about the upcoming transition to middle school. Before the tours began, brief remarks were made by the Principal, PTSO President, Neighborhood Night Coordinator, and an 8th grade student. Incoming students were given a "passport" that were stamped at each location on the tour. At the end of the tour, students turned in their completed passports and received stickers, T-shirts, and other Meridian Middle School items. The event was a huge success, as we had more than 450 people in attendance. Many parents and feeder school principals provided favorable comments about the evening.

The West Ada school district has a transition protocol for students who are in need of extra support as they transition to middle school or high school. Each elementary and each middle school completes a form for identified students that illustrates the needs of these students as they transition to the next level of education. Once this form is complete, each school sends this information along to the counselors of the incoming middle school or high school. This enables the staff to make educational decisions for each student listed based on their identified needs.

The following information is considered for each student based on student data and teacher referral:

Academic Needs – Elementary to Middle School

Reading: comprehension, fluency, vocabulary, and/or phonics

Writing: sentence writing, paragraph writing

Math: place value, knowing addition/subtraction facts, understanding addition/subtraction facts, knowing multiplication/division facts, knowing

Fractions

Academic Needs – Middle School to High School

Reading: comprehension, fluency, vocabulary, and/or phonics

Writing: sentence writing, paragraph writing

Math Intervention Courses:

Daily High School Math: extra time and support for Math 1 content

Math Prep with Lab Class: for students significantly below grade level

Suggestions for Best Intervention Placement and/or Watch List

Behavioral Needs

Description of behaviors that may be affecting academics

Professional Development

The West Ada School District prioritized strong Professional Learning Communities as its foundation. Across our school, PLC teams are well-established and understand that the improvement of teaching and learning is their primary mission. Our school's PLCs are working with priority standards to ensure guaranteed and viable curriculum. All are creating common formative assessments, evaluating student data as a team, and designing content grade level interventions. We have a district wide commitment to collaboration, as demonstrated by the weekly Wednesday morning 'late start' for students.

All Title schools have a building Instructional Coach who focuses on high impact instruction for teachers and PLC teams. Professional development is delivered within contract time as well as through book study opportunities for continuing education credits. If Title I funds are supporting building professional development, attendance is monitored with participant sign-in sheets. The Instructional Coach provides professional development for all staff as well as ongoing, embedded, and individualized professional development for all teachers. Often, the administrative team and the Instructional Coach plan the professional development together, based on the district instructional model and building goals. A future goal is to build capacity in teacher leaders and encourage them to take a more active role in delivering professional development to their peers. District and individual school professional development is tied to the district College and Career Readiness component of the Instructional Model.

	<p>Along with schoolwide professional development, the district also provides various professional development opportunities for administrators. These sessions are also aligned to the West Ada College and Career Readiness Instructional Model. Our goal is to align professional development opportunities for admin and teachers with the district Instructional Model incrementally and over time.</p> <p>Professional development is also provided for paraprofessionals in our Title I buildings. Title I paraprofessionals participate in two full-day trainings each year that focus on quality instructional practices for reading and math, relevant instructional research, and information to help address the impact of poverty in the classroom. Paraprofessionals are also invited to attend district Title I teacher meetings/trainings which are held at least four times per year. Each paraprofessional is paired with a highly qualified teacher that also provides further direction and development for the paraprofessional throughout the year.</p>
<p>Family and Community Engagement</p>	<p>The Parent Involvement Policy at Meridian Middle School mirrors the district policy, and is reviewed annually. It is disseminated to stakeholders through the school's website and at the fall Open House. The school's Leadership Team and PLC Teams provide many opportunities for parents to engage with their children's learning, through school events, in class and at-home projects, online connections, and collaboration with the public library and local arts groups.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>West Ada School District is a desirable place to work. The district has had no problem obtaining teachers who are HQT and are experienced in all but a few areas. Those areas are special education, EL, high school math and science, and career and technical fields. The district has approached these areas with a number of strategies. There are now "hard to fill" stipends that are available for teachers in specialty areas. The district has begun sending recruiters to hiring fairs across the Northwest.</p> <p>The turnover of teachers is higher in Title I identified schools than in higher socio-economic areas. The district has employed three strategies to help recruit and retain teachers in lower socioeconomic schools. The first is in an additional paid summer PD day. The second is half to full-time instructional coaches in each Title I schools. The third is to reimburse teachers for some classes the state requires for recertification. This is in addition to the loan forgiveness programs in place from the federal government.</p> <p>The district also works diligently to support teachers in hard to fill areas with support for alternative endorsements, through release time, support for classes as well as reimbursement where possible, for completing their</p>

additional endorsements.

It is the policy of the West Ada School District that all teachers and paraprofessionals hired into Title I buildings meet Highly Qualified status. To serve that need, teachers and paraprofessionals must prove Highly Qualified status as part of the application process. These staff members are screened and are not allowed to interview in Title I buildings unless they can prove Highly Qualified status.

Currently, all teachers and paraprofessionals hired into Title I buildings in West Ada School District meet Highly Qualified status. Title II funds have been available to provide training if needed to help teachers and paraprofessionals reach highly qualified status. To date however, that has not been needed.

Coordination and Integration With Other Programs

The West Ada School District coordinates with other Federal, State, and local services as much as possible. The district has a well-established comprehensive school counseling program that serves all students. The school counseling program supports violence prevention by promoting and enhancing student learning by providing classroom and small group activities on the topics of bullying prevention, social skills, and personal safety. School counselors are also trained to assist individual students with skills that enable them to plan, manage and monitor their own development. In addition, school counselors also offer individual and small group consultation designed to respond to immediate needs and concerns of both students and families. The district also coordinates with community programs to aid students and/or families that may be in need of additional community resources.

The West Ada School District also has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

The West Ada School District also has three community schools - one in each region of the the district (North, Central, and South). Meridian Middle School families are able to access services through Peregrine Elementary's community school which is located in the Central region.

In addition, the Federal Programs Department for the West Ada School District collaborates with the local Head Start

programs to inform and assist parents of incoming kindergarteners with the registration process. Furthermore, the Director of Federal Programs and Student Achievement for the West Ada School District meets regularly with other state, local, and district leaders such as the State Department of Education, Cities of Meridian and Boise, and District leaders such as the nutrition manager, counseling coordinator, special education director, fiscal operations manager, and district regional directors. These meetings are designed to update and share information regarding coordination of services, legislation, and policies for each program. The Director of Federal Programs, in turn, meets regularly throughout the year with Title I principals, instructional coaches, teachers, and paraprofessionals in which this important information is stated and reviewed to ensure that all stakeholders are informed. Meridian Middle School's students and families would greatly benefit from having a social worker in the building full-time.

Plan Components

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<div data-bbox="142 1518 690 1633" style="border: 1px solid black; padding: 5px;"> Increase percentage of students who are Proficient on the ISAT in both English/Language Arts and Math. </div>	Academic performance of the 2019 ISAT will increase by 10% points from the 2018 ISAT in both ELA and Math. ELA ISAT Goals: Grade 6 = 64% Grade 7 = 58% Grade 8 = 59% Math ISAT Goals: Grade 6 = 47% Grade 7 = 62% Grade 8 = 52%	<input type="checkbox"/>
		<input type="checkbox"/>

Close the gap of our subgroup populations' academic proficiency.

Close the subgroup academic proficiency gap by 3% for each subgroup.

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
High Reliability Schools	Strong Evidence ▼	<p>High Reliability Schools based on R. Marzano's research outlines levels of operation that must be established to set leading indicators and monitored with lagging indicators on a continuous basis.</p> <p>Safe and Collaborative Culture 2018-19</p> <p>Effective Teaching in Every Classroom 2019-20</p> <p>Guaranteed and Viable Curriculum 2020-21</p> <p>www.marzanoresearch.com</p>	<input type="checkbox"/>
Visible Learning and AVID	Strong Evidence ▼	<p>Learner dispositions are a central component of John Hattie's work. Professional Development for Title I Staff will begin in 2018-19</p> <p>www.visiblelearningplus.com</p> <p>Starting in the 2018-2019 school year, MMS will become a schoolwide AVID school. Teachers will receive professional development, resources and support to reach our school goals.</p> <p>www.avid.org</p>	<input type="checkbox"/>
Provide new teacher support through instructional coaching	Strong Evidence ▼	<p>Research shows that when teachers receive embedded professional development tailored to their specific needs and aligned with the goals of the school, significant change/improvement in practice occurs, which in turn, improves student outcomes. (Knight, 2007)</p> <p>Please see uploaded research re: the effectiveness of instructional coaching.</p>	<input type="checkbox"/>

3. Identify the resources needed to implement the above Intervention Strategies.

High Reliability Schools

Implementing Professional Learning Communities (PLC) is considered critical to a Safe and Collaborative School. West Ada School District has been using this PLC framework for a number of years.

Professional Development for Administrators, Instructional Coaches, and Staff will be provided regarding the establishment of a Safe and Collaborative Environment for the 2018-19 School Year using the PLC process.

Provide the support needed to allow staff to be successful. This includes:

communicating clearly and frequently about our expectations

Grade level Math and ELA teachers will have common preparation periods where possible

This provides another opportunity for increased PLC time.

provide professional development to support PLC learning needs

Our Instructional Coach will provide guidance and professional development opportunities for the entire staff as well as individual PLC teams re: the work of a PLC

PLC Teams will identify priority standards, unpack priority standards, and determine learning progressions for ELA and Math

ELA and Math educators will meet twice a year, once in the fall and again in the spring, to vertically align standards within the 3 grade levels.

Provide opportunities for shared leadership.

provide opportunities for different teachers to serve as department chairs to allow for shared leadership.

Provide teachers with continued professional development.

Book study to look at our grading practices to ensure that teacher's gradebooks match student learning.

Utilize grade level meetings to problem solve and allow teachers to provide feedback and guidance on how to continually improve.

PLC teams will Focus on the academic needs of our subgroup populations

Visible Learning

Staff will receive professional development on Visible Learning by Kara Vandas at the beginning of the school year.

A book study will be offered for her book "Partnering with Students" to support Visible Learning and promote student ownership in the classroom.

AVID

Teachers will receive professional development, resources and support to reach our school goals.

Teachers will be encouraged to enroll in Coaching Cycles with the Instructional Coach re: Visible Learning and/or AVID strategies

Academic Growth of Subgroup Populations

Help teachers identify Visible Learning and/or Avid strategies that are working best with our subgroup populations.

Provide New Teacher Support through Instructional Coaching

Instructional Coach will meet with all new educators once a month and provide mini-professional development sessions on

topics such as classroom management, lesson planning, student engagement strategies.
New teachers will be encouraged to enroll in Coaching Cycles with the Instructional Coach

4. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

The plan will be posted on the Meridian Middle School web page of the district website.

5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

High Reliability Schools

The High Reliability Schools process tells us what to work on and how we can measure our success. Leading Indicators are the things we do and Lagging Indicators are the evidence that tells us what we did and if worked. Implementation of Professional Learning Communities at MMS is critical to high reliability status in Level 1 Safe and Collaborative Schools.

In the fall of 2018, the leadership teams will assess any changes or support needed for the Professional Learning Communities. Surveys from 2018 will be reviewed as a part of this process. Lagging Indicators will be developed using the Professional Learning Communities framework.

Professional Learning Community products, instructional calendars, staff feedback, parental and community input will be gathered throughout the year. The data will be shared and discussed with the leadership team on a monthly basis. Quick data in the form of quick conversations, quick observations, and easy to collect quantitative data will be shared on a monthly basis. The leadership team will be responsible for this sharing of data and leading discussions with the Professional Learning Communities.

In addition, the principal will meet with the district Superintendent, Assistant Superintendent, and Regional Directors to review school goals and progress.

Visible Learning

We will assess AVID and Visible Learning

through classroom observations

staff and student feedback

through 2019 ISAT scores

As a leadership team we will continue to ask ourselves these guiding questions:

What is working and why?

What is not working and why?

What will we do if it is not working?

State Student Engagement Survey

We will examine the data of our Spring 2018 survey to determine student engagement needs.

Provide New Teacher Support through Instructional Coaching

Teachers new to MMS will be encouraged to work with the Instructional Coach

In weekly principal/coach meetings, the Instructional Coach will share data re: how many new teachers are working with her and whether or not new teachers are enrolled in Coaching Cycles

For new teachers enrolled in Coaching Cycles, the Coach may share how many have reached their specific goals and whether there has been an impact in the classroom.

Visible Learning

To monitor and evaluate that our teachers are understanding and utilizing Visible Learning strategies with their students, our principal will observe classroom interactions between teacher and students, as well as students with students, and have frequent conversations with teachers to assess progress and determine further needs. Our Instructional Coach and PLC Lead will continue to provide training to help teachers affect learner strategies, and will survey staff to assess progress.

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an

officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and

2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

10/24/2018

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: Shumway.Denise@westada.org at 6/27/2018 2:02:31 PM