Continuous School Improvement Plan (CSIP)

Washington Middle School

2016 - 2018

Principal Susan Gustafson Follmer

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Building Leadership Team reviewed and edited this until it was approved by 80% of the staff on November 16th, 2016.

Mission and Vision

Mission	Vision
Our mission at WMS is to create a safe, trusting, collaborative, learning-focused community where we can all be our BEST selves.	Becoming our BEST selves.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.	We have analyzed Spring 2016 SBA and the high leverage Student Climate survey questions. Our SBA student growth percentiles were higher than the district average for each grade: 6th at 53%; 7th at 56.5% and 8th at 63%. Yet this is not enough, we strive to see all students perform better each year and expect to see the results, as we are designing better systems with an emphasis on rigor, relationships and relevance. Our target students are Black Males from English speaking homes. Closing the opportunity gap has been identified by SPS as the crisis of our time and this school goal is parallel to District Goal #3. While looking at longitudinal data we saw many students in this subgroup move up one level on the Spring 2016 SBA. The student learning problem we will address school-wide is to become more data smart, using data to drill down to each student by name and develop differentiated instruction and tiered interventions that focus on the needs of each student.
We will use research-based strategies that help targeted students.	Our school-wide initiatives aim to support our lowest achieving students. Our three initiatives are to use the lens of equity, adopt PBIS, and develop a universal teacher toolkit of assessment and instructional strategies. Support from the district for our Equity Team, who are working with MENDR (Minority Engagement and Disproportionality Reduction) at the University of Washington, and the PBIS Team, supported through the newly created Department of Behavioral Sciences, has helped us access the most up-to-date research-based strategies to help our targeted subgroup and ultimately, ALL students. The Instructional Council has a clearer focus this year and is led by our Instructional Coach. The focus is to support Collaborative Teams true to the DuFour model and identify high leverage instructional and assessment strategies in the teacher toolkit and the means for teachers to self assess on each of them. In addition, we will create more rigorous classes by clustering Spectrum and Scholar students in all English Language Arts and Social Studies classes. This practice will end the deleterious results that come from tracking students. Advisory continues two times/week with an emphasis on Social Emotional Learning to address the whole child and the high leverage indicators on the Student School Climate Survey which will now be given four times/year instead of once in the Spring. Our school-wide initiatives aim to support our lowest achieving students. Our three initiatives are to: • Use the lens of racial equity (Equity Team working with MENDR (Minority Engagement and Disproportionality Reduction) at the University of Washington)

	• Adopt PBIS (PBIS Team, supported through the newly created Department of Behavioral Sciences, is helping us access the most up-to-date research-based strategies to help our targeted subgroup and ultimately, ALL students) • Develop a more clearly focused universal teacher toolkit of assessment and instructional strategies with emphasis on Collaborative Teams, per the DuFour Model (accessible to all teachers for self-assessment, led by our Instructional Coach, who heads our Instructional Council) Additionally, we will: • Create more rigorous classes by clustering Spectrum and Scholar students in all English Language Arts and Social Studies classes, increasing challenge and rigor for all students • Continue to address the Social Emotional Learning needs of the whole child through Advisory (meets twice weekly, provides opportunity to raise positive sense of community and belonging--a high leverage indicator on the Student School Climate Survey, which will now be given four times/year instead of once)
Our school offers professional development that is high quality and ongoing.	The Professional Development (PD) calendar was approved by the staff last Spring with the design and intent of supporting the three school-wide initiatives. The PD rotation each month is for two Collaborative Team meetings, one Grade Level meeting and one PBIS/Department meeting. The Early Dismissals include PDs by the Equity Team and Trauma Informed Teaching by David Lewis. No traditional staff meetings are held but there are occasionally short "too important to email" staff meetings. In addition, teachers are invited to further their learning by participating in quarterly Learning Walks and Soirees led by our Career Ladder Teachers. We are developing a Professional Learning Community throughout the school. Many teachers have or will attend these conferences: DuFour's PLC Conference, SEL Training offered by UW, the Northwest Math Conference, the Sound Grading Conference and the National Science Teachers' Conference. The two anchor books we use are: *Teach Like A Champion* and *Learning in the Fast Lane.*
Our school will increase parent/family engagement.	We welcomed the return of ROBO calls and use school messenger an average of two times a month. We have worked hard to increase the School Messenger dashboard of real connections consistently updating the emails and phone numbers of our families. Administrators respond to parent email within 24 hours and teachers will respond within 48 hours. All teachers are expected to use Schoology as a tool for communicating assignments, due dates and basic course information. Principal Chats are held the first Friday of each month for any interested parents/guardians. HOST has two family dinner nights and the Reader Board on Jackson Street is updated weekly. We will have Arena Conferencing in November (this year adding childcare and targeted calling to reach and involve more parents; and Student Led Conferences in February. In addition, we work hard to ensure parents attendance at IEP and 504 meetings. The following events encourage parent/family engagement: Sixth Grade and New Student Ice Cream Social, The BITE of Washington, Curriculum Night, African American Engagement Day, High Five Morning, Science Fair, Math Night, WALApalooza, School Tours for Incoming Students, and a HUGE need for chaperones for field trips such as plays, the school zoo day, musical events and end of the year celebrations. The PTA is an active partner with over 300 members. All teachers are expected to use Schoology as a tool for communicating assignments, due dates and basic course information.
Our staff is involved in decision-making.	Our staff is involved in decision-making. Staff voted last year on the PD calendar, Budget, BLT membership, The BLT approves this CSIP, student planner changes and procedural improvements following the written Decision-Making Matrix. They serve as a conduit between the staff and administration. All BLT members serve as Key Communicators. According to the CBA and our BLT By-Laws, the CSIP must be approved by 2/3 of SEA members.
We will assist our students to meet standard.	We monitor students with our newly developed and fluid Master Tracker which identifies all students and interventions they are receiving. In addition, at each Grade Level Team we use the 16 Minute Student Protocol to empower teachers with more strategies and personal knowledge of students of concern. Our SIT process has been refined such that it is clearer. Job Descriptions of all Levy Partners are written and an expanded role and new title has been given to our HOST lead. She is the Director of Strategic Partnerships and oversees the Master Tracker.

Retain high quality, highly effective, and highly qualified staff.	Teacher leadership is high, with about half serving on committees and teams. The Career Ladder Cadre supports Learning Walks and Soirees which accelerate teacher camaraderie. Collaborative Teams have a defined focus and are linked to the Student Growth Goal Setting process. Goal Setting is done primarily in teams, to facilitate work efficiency and more powerful goals and outcomes. The staff wellness team plans staff yoga, monthly lunch potlucks, and other community health events. Additionally, there are Friday socials, occasional baby or wedding showers, a holiday party, and an end of the year event planned by our social committee. There are many questions and concerns surrounding the re-opening of Meany Middle School, resulting in the loss of about 400 students and subsequent staff displacement; however, we remain 100% focused on **this** school year. In order to ensure a transparent and ethical transition, a team of teachers, an administrator, and parents are leading a Washington Transition Team.
How do we support the transitions of new students and families into our school?	We will support the transition of new students and families by: • Calling the student's past school and double checking if the student was served in any program. • Giving an entry reading assessment (SRI determines a Lexile reading level. Students reading at the elementary level are placed in a Reading Support Class until they reach a grade level Lexile score) • New students review the school expectations in the planner with their grade specific counselor and are paired up with a student who has a similar schedule for the first day. • Counselors check in with new students within one week of their arrival. This is an area of challenge, because we have about fifty students come and go each year, sometimes being dropped off to start a new school with no records.
Our system of support assures our highly qualified staff are support students.	Most teachers have Master's degrees and all are endorsed in their areas. The principal and assistant principals are committed to two random drop in visits/day. This year about twenty of our teachers will participate in the new online eVal system. 28% of our teachers have earned the National Board Certification.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	5.7 million	By providing a top notch personnel, 80% of our funding is for staff.
2016-2017	Specific Use Funds	Transitional Bilingual SPED	$249k $865k	ELL (Tarpley, Forsyth, Casey, Gomez) SPED (Engelhoff, Stevens, O'Rourke, Buford, Eikanger, Simpson, Zrimsek)
2016-2017	Combined Funds	Self Help	$85k	Pays for conference subs, grounds and building improvements
2016-2017	Combined Funds	PTSA Grant	$216k	$175k in grants, $41k in communications and community events
2016-2017	Combined Funds	Free & Reduced Lunch	$258k	Supports staff and supplies
2016-2017	Combined Funds	Learning Assistance Program (LAP)	$120k	(Becerra, Jahahn, Linden) Supports teachers and materials for READ 180
2016-2017	Combined Funds	Family Educational Levy	$442k $22k Performance Pay last year	HOST after school activities serve 350 students with enrichment and/or academic support, Mental Health Counselor, Instructional Coach, Family Interventionists, and Counseling Secretary
2016-2017	Specific Use Funds		$77k	Friends of Washington Music Booster Club (Saunders, PD, Classes and Scholarships)

Building Based Goals *We have chosen to focus on the following area(s) over the 2016-17 school year*

Gap Closing Goal(s)

Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Sub Group / **Median SGP 2016 SBA** **Black** / 52% **Low Income** / 53%	We will AIM HIGH to work to see SBA 60% student growth percentiles for these subgroups: black and/or low income in ELA and Math. (Student growth percentiles represent the amount of growth a student made over the last year in comparison to their academic peers across the state, based on their previous assessment scores and this year's SBA scores.) We are targeting ELA school-wide.	Instructional Council, Collaborative Teams, ALL teachers and support staff	June 2017

	Through Collaborative Teams we will monitor data on the essential learnings the teams have identified.		

Cluster of Teachers/ Grade Level Goal(s)			
Focus Group	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Math 34% of our Scholar students passed the 2015-16 Mathematics SBA.	We currently have 161 Scholar students who earned a level 2 on the 2015-16 SBA. On the 2016-17 SBA, our goal is to have half of those students earn a level 3 or 4 (80 students). Overall, our goal is to have 47% of our Scholar students earn a level 3 or 4 on the 2016-17 Math SBA. We will monitor progress by reviewing and analyzing formative and summative in-class assessments, Dreambox progress, and SBA Interims in our collaborative teams.	Wendy Miller & Math Team	June 2017
Science 6-7-8	We currently have an overall score of 72% of all students passing the Science MSP with 34.3% Exceeding Standards and 35.7 meeting standards. However; there are 27.2% of students that are split between Level 2 at 17% and Level 1 at 9.9%. The PLC goal for the science department is to continue to focus on the Claim, Evidence, and Reasoning with Rebuttal strategies to improve scores to 80% overall. The Next Generation Science Standards (NGSS) support this goal in focusing on Discourse Strategies that will be developed in school wide Teacher Tool kit tools during early release Professional Development to increase Depth of Knowledge (DOK) which will increase MSP success.	Jim Vigil	June 2017
ELA 6th	66.9% of students met standard on the 2015-16 SBA. Overall, our goal is to have 72% of our 6th grade students earn a level 3 or 4 on the 2016-17 ELA SBA.	Rob Rose-Leigh	June 2017

	12% of students earned a level 2 in 2015-16 while nearly 18% earned a level 1. We feel we need to focus on moving both, with a goal of moving at least half of each group to the next level. We will monitor progress by reviewing and analyzing formative and summative in-class assessments and SBA Interims in our 6th grade collaborative team. We will be working as a team to identify these students and target specific interventions for them.		
ELA 7th	71% of current 7th grade students earned a level 3 or 4 on the 2015-2016 SBA. Overall, our goal is to have 76% of our 7th grade students earn a level 3 or 4 on the 2016-17 ELA SBA. 12.5% of the students scored a level 2. As a collaborative team, we are focusing specifically on this group this year. One of our sub-goals, therefore, is to have 7 of this 13% move from a level 2 to a level 3 on the 2016-2017 ELA SBA. We have put in place a variety of supports for our level 1 and level 2 students, including intervention reading courses, tired reading groups and online, interactive content that targets essential skills in reading, writing and language development. We will monitor progress by reviewing and analyzing formative and summative in-class assessments and SRI data in our 7th grade collaborative team.	Amanda Roenicke	June 2017
ELA 8th	71% of current 8th graders earned a level 3 or 4 on the 2015-16 ELA SBA. On the 2016-17 SBA, our goal is to have 75% of these 8th grade students earn a level 3 or 4 on the 2016-17 ELA SBA. 13% of the students scored a level 2. As a collaborative team, we are focusing on this group this year. One of sub-goals is to have half of these—or 7%, move from a level 2 to a level 3 on the 2016-17 SBA.	Amy Arvidson	June 2017

<table>
<tr><td></td><td>We will monitor progress by reviewing and analyzing SRI scores, formative and summative in-class assessments and SBA Interims in our 8th grade ELA/remedial reading collaborative team.</td><td></td><td></td></tr>
<tr><td>Advanced Learning Opportunities

<table><tr><th>Grade</th><th>HCC ELA 2016 SBA L4</th></tr><tr><td>6th</td><td>88%</td></tr><tr><td>7th</td><td>72%</td></tr><tr><td>8th</td><td>80%</td></tr></table>
<table><tr><th>Grade</th><th>HCC Math 2016 SBA L4</th></tr><tr><td>6th</td><td>93%</td></tr><tr><td>7th</td><td>92%</td></tr><tr><td>8th</td><td>97%</td></tr></table>
<table><tr><th>Grade</th><th>SP ELA 2016 SBA L4</th></tr><tr><td>6th</td><td>71%</td></tr><tr><td>7th</td><td>63%</td></tr><tr><td>8th</td><td>51%</td></tr></table>
<table><tr><th>Grade</th><th>SP Math 2016 SBA L4</th></tr><tr><td>6th</td><td>73%</td></tr><tr><td>7th</td><td>59%</td></tr><tr><td>8th</td><td>62%</td></tr></table></td><td>We provide self-contained classrooms for students in the Highly Capable Cohort in ELA, social studies and science. HCC students are accelerated in math based on placement tests. Our goal is to realize an 5% increase in the Level 4 baseline scores for HCC students on the 2017 SBA in ELA; and 99% L4 for HCC students in math in ALL grades.

Our goal is to provide Advanced Learning Opportunities in ELA for all students in blended Spectrum and Scholar classrooms through differentiated instruction; in 6 and 7th grade this occurs in a blended learning environment. Our goal is to realize an 5% increase in Spectrum students in ELA Level 4 and for all of them to achieve at least 3's as <5% earned L2.

Advanced Learning Opportunities are offered to students programmatically through accelerated math placements, and within math classes with Dreambox. (Dreambox is a web based, computer adaptive math program.) Our goal to realize an 5% increase in Spectrum students in Math Level 4.</td><td>Amy Arvidson</td><td>June 2017</td></tr>
<tr><td>Racial Equity/PBIS</td><td>Positive teacher and student relationships will improve as measured via school climate scores, which will show a decrease in the gaps between low and high academic performing students, and between students of color and white students. SMART goals are:
1. The number of multiracial,</td><td>Elaine Harger</td><td>June 2017</td></tr>
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	Latino/Hispanic, and black students reporting agreeing with the statement that "Adults at school care about me" will meet or exceed SPS district averages by the end of the 2016/17 school year. 2. Disciplinary disproportionality between black and white students will decrease to also meet SPS district averages.		
ELL	20% of all students receiving English Language Learner Services will move up one proficiency band on the WELPA 21.	Debra Tarpley and Joanna Forsyth	June 2017
SPED	Special Education students of concern were identified as having 6 or more behavior related referrals over the course of the 2015-2016 school year. Special Education students of concern in 7th and 8th grade who are returning to Washington Middle School have accumulated 154 total referrals over the course of the 2015-2016 school year which impacts student-teacher relationships, leads to time spent out of class, and missed instruction. Special Education students will demonstrate increased ability to follow classroom and school rules. Our goal is to decrease referrals to administration by 15%, from 154 referrals to 131 referrals or less. We will monitor progress by reviewing school referral data, student self-reflections, parent surveys, and teacher surveys in our collaborative teams.	Martha Stevens	June 2017

Wellness	Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the USDA's School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. (SPS Student Wellness Action Report) Additionally, 74% of packaged foods have sugar added to them. We cannot control our students environment beyond our building but we can make positive steps in their health with the following wellness goals: Adults will not use food, including candy or gum, as a reward at WMS. If food is used as part of the learning, it will meet nutrition requirements stated in the School Nutrition Policy from Senate Bill 5093. WMS staff will become aware of adverse effects of artificial fragrances on human health and student learning, and will investigate the adoption of a school policy regarding fragrances for the 2017/18 school year. The American Lung Association has a sample policy that we can consider. Seehttp://www.healthyschools.org/documents/fragrance-free-policy-sample-updated.pdf	Amy Millerand Wellness Team	June 2017

Whole School Goal			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
<table><tr><th>Grade</th><th>SGP ELA Median 2016 SBA</th></tr><tr><td>6th</td><td>57%</td></tr><tr><td>7th</td><td>53%</td></tr><tr><td>8th</td><td>56.5%</td></tr></table>	• We will AIM HIGH to increase to 60% our student growth percentiles for ALL students in the area of ELA and Math. (Student growth percentiles represent the amount of growth a student made over the last year in comparison to their academic peers across the state, based on their previous assessment scores and	ALL	June 2017

Grade	SGP Math Median 2016 SBA
6th	51.5%
7th	52%
8th	62%

this year's SBA scores.) We are targeting ELA school-wide.

- Through Collaborative Teams we will monitor data on the essential learnings the teams have identified

School Culture Goal			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
On the High Leverage Student Climate questions WMS was below the district average for middle schools last Spring 2016	We will give the Student Climate survey to the SAME students in Oct, January and May and see scores on the HIGH LEVERAGE questions at or surpassing the district middle school averages. (These questions were identified above.) We expect these results because of our work on three school-wide initiatives (Racial Equity, PBIS and Teacher Toolkit) which should be culture changing. We strive to increase the student climate through the work in Advisory focused on social emotional learning; through the work of the Racial Equity Team focused on each teacher checking in with 2-3 students of concern; and through the infusion of positive behaviors.	Ad Team	July 2017