



Continuous School Improvement Plan (CSIP)

Whitman Middle School

2016 - 2018

Sue Kleitsch, Principal



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.

Whitman's Building Leadership Team will approve of this BLT on December 12th, 2016.

Mission and Vision

Mission

Whitman Wildcats will achieve and grow in a safe learning environment with a culture of collaboration, equity, and academic excellence.

Vision

Whitman Middle School students will be able to articulate what they are learning and why they are learning it. Focused and intentional instruction as well as academic grades will be based on national standards. All students who leave our school will have the knowledge and skills to be successful in high school and beyond.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>Based on an analysis of data, we determined that Math is an area of concern for our student body. This is evidenced by our SBA data from 2015 and 2016 math results. 63%-70% of students are meeting standard on the Math assessment. The numbers are below expectations and need to be addressed.</p> <p>When asked to consider strengths in our data, we are encouraged by the fact that our current 8th grade students did have a slight increase from 2015 scores to 2016 scores. As 6th graders, 66% of the students met standard. As 7th graders, 68.6% of the students met standard.</p> <p>We have chosen to focus on Math rather than ELA because the percentage of students meeting standard on the ELA SBA is slightly higher than the percentage of students meeting standard on the Math SBA. Although our main focus is on improving math skills, this does not exclude ELA as a priority. By bolstering reading and writing skills, students will be able to tackle word problems and complex math concepts.</p> <p>In addition to our main goal of increasing students' math scores, we have identified an additional goal for a subgroup of our school population. Based on 2015 and 2016 SBA data, the performance of our African American students is significantly lower than our school's general population. For example, 68.8% of our current 8th grade students met standard on the 2016 Math SBA while only 27.6% of our African American students met standard. This pattern is consistent across grade level and year.</p> <p>Students with IEPs are not growing at the same rate as their typically developing peers – some are actually moving down from one level to another on the statewide assessment.</p> <p>The proficiency rate of non-special education students on the recent statewide assessment was 71%. The proficiency rate of students with IEPs was 21%. Students with IEPs make up 13% of our school population.</p> <p>Climate Survey</p> <p>The results of our Student Climate Survey were lower than the region and district average.</p> <p>The number of families completing the Family Survey for the past two years has been 25%. Family satisfaction with school quality, based on the results of the Family Survey, is less than the district average.</p>
<p>We will use research-based strategies that</p>	<ul style="list-style-type: none"> ● Double dose math and reading for Level 1 and 2 students ● IEP classes; co-teaching; continuum; audio books ● For our Advanced Learners:

<p>help targeted students.</p>	<p>Accelerated math pathways (Algebra for 7th graders and Algebra or Geometry for 8th graders) and English Language Arts Honors coursework</p> <ul style="list-style-type: none"> • World Languages – Japanese, Spanish and French. Students have the opportunity to earn high school credit. • Variety of enrichment classes Three experience levels of Band and Orchestra, Jazz Band, Television Production, Art (drawing/sketching, painting, ceramics, or photography) Choir, Yearbook, Life Skills, Math Applications and Technology • Blended learning • Afterschool activities – TSA, Art Club, Jr. Jazz Band, Drumline • Standards based grading • PLC – We have identified key areas of focus. By aligning our C-SIP, PLC and individual goals, we will be able to address these key areas: Building positive relationships; intentional planning for horizontal and vertical alignment; frequent check-ins; reassessing; revisiting C-SIP, individual as well as PLC goals
<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> • PD calendar <ul style="list-style-type: none"> ○ Opportunities for professional development occur at whole staff, grade level, and department meetings ○ Opportunities to attend local, regional, state or national conference – participants are responsible for sharing information with colleagues • Professional Learning Communities <ul style="list-style-type: none"> ○ Review of data ○ Examine teaching strategies and instructional practices ○ Develop common formative and summative assessments ○ Some teachers participate in district level PLCs – Middle School Librarians, PE, SEL, Arts, Music
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> • 197 families completed the Family Survey <ul style="list-style-type: none"> ○ To increase this number, we will offer opportunities to complete the survey at school functions and provide paper copies to families without access to technology ○ Increase visibility of the opportunity to affect change in school practices – have your voice heard ○ Coffee Chats ○ Dessert Events • Opportunities to volunteer <ul style="list-style-type: none"> ○ BLT parent reps for each grade ○ PTSA board members ○ Hall parents • Written Communications <ul style="list-style-type: none"> ○ Schoology ○ School Messenger ○ PTSA Weekly Bulletins

	<ul style="list-style-type: none"> ○ Principal’s Newsletter ● Transition Events <ul style="list-style-type: none"> ○ 6th grade Welcome ○ High School Math Info Night ○ 8th grade High School and Beyond ● School Events <ul style="list-style-type: none"> ○ Back to School/Curriculum Night ○ Science Fair ○ Math information Nights ○ Music Performances and Concerts ○ School Musical ○ Family Math Night ○ ELA Info Night ○ Sister School Exchange Program
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> ● School Improvement Plan was completed by members of the BLT and opportunities to review were provided to staff members and BLT members. ● Decision-making Matrix has been updated, revised and reviewed by BLT and staff members.
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> ● Interim Math and ELA SBA ● Assessment Calendar ● Standards Based Grading ● Formative and Summative Assessments designed by teachers, teaching teams or PLCs.
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> ● Intentional assigning of mentors ● CLT working with teachers ● Department leads ● Paying people who do the work ● Experience level of teachers <ul style="list-style-type: none"> ○ 0-5 years 16 ○ 5-10 years 6 ○ 10-15 years 5 ○ 15-20 years 8 ○ 20 + years 13
<p>How do we support the transitions of new students and families into our school?</p>	<ul style="list-style-type: none"> ● 6th grade Welcome ● New student lunch (first and second semester) ● Advisory ● Visits to elementary schools ● Math Information Nights ● ELA Information Nights

Our system of support assures our highly qualified staff are support students.	<ul style="list-style-type: none"> • Our teachers teach in their areas of endorsement.
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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	\$4,407,236	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	\$124,536	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	Self Help	\$19,284	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant	\$77,000	PTSA funds to support programs within the building.
2016-2017	Combined Funds	Free & Reduced Lunch	\$134,319	Funding to support MTSS supports at all schools.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$79,711	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 K-12 students.
2016-2017	Combined Funds	Family Education Levy Dollars (FEL)	\$41,232	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Combined Funds	OST Transportation	\$1,000	City Levy funds to provide transportation for students participating in OST activities.
2016-2017	Combined Funds	Levy Carryover	\$9,842	City Levy funds to support targeted students.
2016-2017	Specific Use Funds	Special Education	\$1,289,250	Teachers and IAs, IEP writing and extra time, services and resources as specified in student IEP.

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:

<p>The % of all students proficient on the statewide math assessment decreased 5% from 2015 to 2016. (71% to 66%)</p> <p>Special Education decreased 2%. (32% to 30%)</p> <p>African Americans decreased 5%. (31% to 26%)</p>	<p>By June of 2017, the number of all students proficient on the statewide assessment will increase from 66% to 80%. The gap between White and African American students will decrease.</p> <p>Progress will be monitored by examining classroom based assessments, interim SAB assessment, and reports available in the ADW including the A-B-C Report and Secondary Student Watch List.</p>	<p>All teachers – to be successful on the statewide math assessment, students need reading and writing skills to be able to tackle word problems and complex math concepts in addition to math and science skills.</p>	
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Cluster of Teachers/ Grade Level 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:

<p>Students with IEPs are not growing at the same rate as their typically developing peers – some are actually moving down from one level to another on the statewide assessment.</p> <p>The proficiency rate of non-special education students on the recent statewide assessment was 71%. The proficiency rate of students with IEPs was 21%.</p> <p>Students with IEPs make up 13% of our school population.</p>	<p>By June of 2017, of the 41 6th grade students with IEPs, at least 34 (excludes seven (7) SM2 students who will be assessed using the WA-AIM or will be excused from the statewide assessment by their parents) will increase their statewide assessment math scores by one level. None of our 6th grade students with IEPs will move down a level on the statewide assessment.</p> <p>By June of 2017, of the 40 7th grade students with IEPs, at least 33 will increase their statewide math scores by one level. None of our 7th grade students with IEPs will move down a level on the statewide assessment.</p> <p>Progress will be monitored by examining classroom based assessments, interim SBA assessments, and individual students' IEP goals, as well as academic grade, attendance, and behavior reports available in the ADW.</p>	<p>Special Education, ELA, Math and Science teachers – students will need math skills as well as reading and claim/evidence skills.</p>	
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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:
<p>The % of all students proficient on the statewide math assessment decreased 5% from 2015 to 2016. (71% to 66%)</p> <p>Special Education decreased 2%. (32% to 30%)</p> <p>African Americans decreased 5%. (31% to 26%)</p>	<p>By June of 2017, the number of all students proficient on the statewide assessment will increase from 66% to 80%.</p> <p>Progress will be monitored by examining classroom based assessments, interim SAB assessment, and reports available in the ADW including the A-B-C Report and Secondary Student Watch List.</p>	<p>All teachers – to be successful on the statewide math assessment, students need reading and writing skills to be able to tackle word problems and</p>	

		complex math concepts in addition to math and science skills.	
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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:
<p>The results of Whitman’s Student Climate Survey are below the district and region averages.</p> <p>Whitman 52% SPS 57% Northwest 58%</p>	<p>By June of 2017, the % favorable results of Whitman’s Student Climate Survey will meet or exceed the district and region % favorable results.</p> <p>Progress will be monitored by reviewing the results of the interim student climate surveys; the formation of a student focus group – intentional selected students to discuss and address school climate with a group of teachers; social and behavior activities in Advisory and academic classes (i.e. anti-bullying, Unity and tolerance activities) and commitments to creating meaningful relationships with students.</p>	All staff members	