



Continuous School Improvement Plan (CSIP)

**Whitman Middle School**  
2016 - 2018

Principal  
**Sue Kleitsch**

## 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.

Reviewed by BLT June, 2017  
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### Mission and Vision

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

### Terminology

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

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Analysis of data including, but not limited to, reviewing state assessment outcomes; academic data; staff, student and family climate survey data, discipline data, and attendance data across all sub-groups.

We have chosen to focus on Math rather than ELA because the percentage of students meeting or exceeding standard on the ELA portion of the statewide assessment is slightly higher than the percentage of students meeting or exceeding standard on the Math portion of the statewide assessment.

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.

In addition to our main goal of increasing students' math skills, we have identified two sub-groups:

\* the performance of our African American males is significantly lower than our school's general population

- \* students with IEPs are not growing at the same rate as their typically developing peers

### **We will use research-based strategies that help targeted students.**

#### Attendance

- \* school-wide advisory to build positive staff and student relationships
- \* intervention program with grade level team leaders as the initial contact for students and families
- \* family conferences
- \* attendance contracts to address specific student concerns

#### Behavior

- \* school-wide advisory to address students' social and emotional learning
- \* school-wide program recognizing students for appropriate and helpful behavior - Pride Slips
- \* alternatives to suspension - family conference, behavior plan, lunch detention, after-school detention, Saturday detention
- \* student services team referral to identify and case manage specific students
- \* safety plans for specific students to address concerns

#### Courses

- \* school-wide advisory program to address academic and assessment preparation as well as College & Career Preparedness
- \* school-wide standards based grading - homework is not part of an academic grade
- \* variety of enrichment classes at all grade levels
- \* honors ELA for advanced learners and students exceeding standard
- \* math pathways for accelerated students
- \* one semester of Spanish for all 6th grade students
- \* one semester of PE and Health for all 6th grade students
- \* specific interventions for students with IEPs - resource classes, co-teaching, program continuum, audio books, case management
- \* intervention/resource classes for English Language Learners

### **Our school offers professional development that is high quality and ongoing.**

#### Professional Learning Communities (PLC)

- \* review of data
- \* examine teaching strategies and instructional practice
- \* develop common formative and summative assessments
- \* develop performance and grading rubrics for student self-assessment
- \* participation in district-level PLCs - special education, arts, physical education, music, librarian,

#### Professional Development Calendar

- \* early release Wednesdays
- \* opportunities at whole staff, grade level, and department meetings
- \* opportunities to attend local, regional, state or national conferences/trainings
- \* PD topics include Harassment, Intimidation and Bullying; social and emotional support; high school, career and college prep; Multi-Tiered System of Support; adverse childhood trauma; advisory activities

### **Our school will increase parent/family engagement.**

Opportunities to volunteer

- \* PTSA board members
- \* parents representatives to Building Leadership Team
- \* hallway supervision during lunches
- \* field trip chaperones
- \* library and classroom helpers
- \* tutoring

#### Communications

- \* Schoology
- \* School Messenger e-mails and voice messages
- \* PTSA Weekly Bulletins
- \* Principal's Newsletter
- \* Daily Bulletin
- \* family conferences
- \* student led conferences
- \* quarterly progress reports and report cards
- \* student planners

#### Transition Events

- \* Choice Night in February
- \* 6th grade Welcome in August
- \* First Day of School activities for 6th graders
- \* Math Information Night for 6th grade families
- \* High School Math Information Night
- \* High School and Beyond Evening Event
- \* high school counselors visit
- \* 8th grade Promotion

#### School Events

- \* Back to School/Curriculum Night
- \* Math Information Nights
- \* Science Expo
- \* Art Night
- \* music performances and concerts
- \* sister school exchange program

At WMS homework is assigned as independent practice of skills explicitly taught in school. Homework is considered practice, not assessment. When it is completed consistently, it supports the achievement of academic goals. It also demonstrates students' effort and increases their organizational skills.

#### **Our staff is involved in decision-making.**

Our decision Making Matrix is reviewed yearly by BLT, MTSS and whole staff.

School Improvement Plan was completed by members of the BLT and reviewed by BLT, MTSS and staff members.

#### Committees

- \* Professional Development

- \* Budget and Staffing
- \* Safety Team
- \* Hiring and Selection/Interview Teams
- \* Tech Team

### **We will assist our students to meet standard.**

Standards based grading - Common Core, Next Generation Science, state and district performance

Progress monitoring - progress reports every 5 weeks

Formative and Summative Assessments as well as rubrics designed by teachers, teaching teams, departments, PLCs

Assessment calendar - interim benchmark, district and state assessments

Reading and Math support classes

Summer reading and math program

### **Retain high quality, highly effective, and highly qualified staff.**

Intentional assigning of mentors

Career Ladder Teachers working with teachers

Opportunities for leadership - BLT facilitator, MTSS lead, student services team lead, safety committee, department leads, PLC leads, committee chairs

Compensating people for extra responsibilities instead of stipends

Staff handbooks - whole staff, department, instructional assistants

It is a building priority to create an environment in which all teachers and instructional assistants are constantly improving their practice and gaining new skills.

Our teachers teach in their areas of endorsement

Professional development plans have a strong emphasis on working collaboratively in Professional Learning Communities

Teachers have the opportunity to participate in district, state, regional or national conferences/trainings. When teachers return, they share what they have learned with members of their department and/or whole staff.

Teachers seek out new practices and sharing strategies, successes and challenges with colleagues.

### **How do we support the transitions of new students and families into our school?**

-Advisory

-6th grade Welcome

-New student lunches

-Elementary school visits/visits from elementary school students

-Math Information Nights

-Grade level counselors and administrators

-Home to School Liaisons

## How do we support students identified as highly capable?

### Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	106,910	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,878,705	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	84,116	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	75,555	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	38,753	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	67,707	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	882,771	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 2017-18 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The % of all students proficient on the statewide math assessment will increase.</p> <p>There was not increase or decrease from 2016 to 2017.</p>	<p>By June of 2018, 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>By June of 2018, 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>June 2018</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
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.	By June of 2018, 80% of students with IEPs will increase their statewide assessment math scores by one level. None of our students with IEPs will move down a level on the statewide assessment. 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.	Special Education, ELA, Math and Science teachers – students will need math skills as well as reading and claim/evidence skills.	June 2018

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
The % of all students proficient on the statewide math assessment will increase. No increase or decrease from 2016-2017.	By June of 2018, the number of all students proficient on the statewide assessment will increase from 66% to 80%. 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.	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.	June 2018

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The % of all students proficient on the statewide math assessment will increase. No increase or decrease from 2016-2017.</p>	<p>Problem of student learning: The results of Whitman’s 2017 Student Climate Survey are below the district and region averages. Whitman 56% SPS 56% Northwest 59%</p> <p>By June of 2018, the % favorable results of Whitman’s Student Climate Survey will meet or exceed the district and region % favorable results. 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>	<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>	<p>June 2018</p>