



Snoqualmie Valley School District

School Improvement Plan

Snoqualmie Middle School

9200 Railroad Ave S.E.

Snoqualmie, WA 98065

Updated 2010



2011-20012

Core Covenants - Guiding Principles

The principles that guide our work, our efforts, & our achievement are our Core Covenants. They identify our fundamental purpose, clarify our vision, focus our collaborative efforts, and guide our direction. They are a collective commitment where action is visible and demonstrate, "This is what we believe, and this is what you will see. This is our identity and what we are known for."

C. A. R. E.

Commitment **A**ccountability **R**espect **E**xcellence

Provided By OSPI,
Adapted from ESD 113 and
Modified by the SVSD



School Improvement Plan

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I. Introduction: Guiding Principles of School Improvement Planning

The SMS staff has set high expectations for school improvement. We analyze multiple forms of data, including the MSP, building and district assessments (in reading, math, fitness, and writing), the Healthy Youth Survey, and feedback from student and parent surveys.

Using this data, we have developed a School Improvement Plan (SIP) to address our students' needs, prioritize our collaborative work, focus conversations on teaching and learning, and build partnership with parents. The SIP is developed using a 30-60-90+ Day Planning Tool which outlines the SIP activities, provides for frequent communication, and monitors progress.

We strive to focus on our students' needs through:

- Student scheduling designed to focus daily on core subject areas (language arts, literature, math, science, social studies).
- Exploratory courses offering students a variety of experiences in fitness, health, technology, art, band, choir, and academic support intervention courses.
- Connecting students to school, showcasing the purpose of school, and balancing students' personal needs through relationships, respect, and school structure & culture.
- A welcoming and inviting partnership with our parents and community.
- Staff teaming to monitor student progress, coupled with intervention programs to address individual academic concerns.
- Collaborative processes are embedded into the daily school routine and school culture. The staff is part of a collective effort to advance the school's capacity to help all students learn.
- Effectiveness is judged on the basis of results through ongoing assessment of student achievement and proficiency.





II. Description of School Community & Team Members

A. Overview of Snoqualmie Middle School

The SMS staff has developed core covenants to foster student achievement, celebrate successes, and develop quality character traits. At SMS, these covenants go beyond a simple “mission statement.” They are visible in what we, as a staff, say and what we do. These covenants are intentional. They drive our decisions, and they provide a solid educational foundation and generate our identity and work toward leaving a legacy as a great school.

Students at each grade level are assigned to an interdisciplinary team of teachers for core instruction. Each team actively collaborates to design curriculum and establish consistent practices and common language designed to enhance student learning and accountability. In addition, educational specialists and adult instructional assistants provide quality instructional support for students in need of academic support. Additional academic support is designed through our intervention courses which provides systematic intervention to ensure students receive additional time and support for learning in areas they have demonstrated a need for growth.

Snoqualmie Middle School functions around a trimester schedule for the academic core program and a semester of a rich and varied exploratory program that includes art, band, choir, technical education, physical education/health/fitness, and academic math support. In addition, we strive to provide experiences through our extra-curricular program that are influential in developing positive personal characteristics, team work, sportsmanship and a competitive spirit. These programs, including our academic clubs, athletics, and the arts, help to produce an optimum opportunity to learn and practice respect, responsibility, honesty, fairness, courage, self-discipline, selflessness, persistence, all while living and learning with integrity.





B. Professional Learning Community (*Grade Level Team Structure*)

As part of our Professional Learning Community culture, the following is an overview of our Grade Level Team Configurations:

6th Grade Team

<i>1 – Math Teacher</i>	<i>1 – Science Teacher</i>
<i>2 – Language Arts/Social Studies Teachers</i>	<i>1 – Instructional Assistant</i>
<i>1 – Reading Teacher</i>	<i>1 – Special Services Teacher</i>

7th Grade Team

<i>1 – Math Teacher</i>	<i>1 – Language Arts Teacher</i>
<i>1 – Literature/Reading Teacher</i>	<i>1 – Special Services Teacher</i>
<i>1 – Social Studies Teacher</i>	<i>1 – Science Teacher</i>
<i>1 – Instructional Assistant</i>	

8th Grade Team

<i>1 – Math Teacher</i>	<i>1 – Social Studies Teacher</i>
<i>1 – Science Teacher</i>	<i>1 – Instructional Assistant</i>
<i>2 – Language Arts/Literature Teachers</i>	
<i>1 – Special Services Teacher</i>	

Exploratory Team

<i>1 – Art Teacher</i>	<i>1 – Music/Band/Choir Teacher</i>
<i>2 – PE/Health/Fitness Teachers</i>	<i>1 – Technology Teacher</i>
<i>1 – Academic Support Teacher</i>	

Office Team

.5 – Principal’s Secretary
1 – Registrar
1 – Financial Secretary

Specialist Team

<i>½ – School Nurse</i>	<i>½ – School Psychologist</i>
<i>¼ – Speech and Language Specialist</i>	<i>½ – Computer Technician</i>

Custodial Team

2 Custodians

Administrative Team

<i>1 – Principal</i>	<i>1 – Counselor</i>
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C. Leadership/Planning Team Members

Vernie Newell, Principal _____

Heather Kern, Guidance Counselor _____

TBD, Parent _____

TBD, Parent _____

Leisa Fowler, 6th Grade Language Arts & Social Studies Teacher _____

Mary Frohs, 6th Grade Language Arts & Social Studies Teacher _____

Brad Hillard, 6th Grade Math Teacher _____

Dyame Lemming, 6th Grade Reading Teacher _____

Gary Moen, 6th Grade Science Teacher _____

Diane Wilson, 6th Grade Specialist _____

Dawn Appleby, 7th & 8th Grade Specialist _____

Casey Brogden, 7th Grade Math Teacher _____

Katie Darst, 7th Grade Literature Teacher _____

David Cruz, 7th Grade Science Teacher _____

Tony Manjarrez, 7th Grade Social Studies Teacher _____





(Leadership/Planning Members, Continued)

Rene Peterson, 7th Grade Language Arts Teacher _____

Lynn Bradwell, 8th Grade Math Teacher _____

Tom Burford, 8th Grade Social Studies Teacher _____

Connie Logan, 8th Grade Language Arts/Literature Teacher _____

Woodroe Kiser, 8th Grade Science Teacher _____

Janice Wintermyer, 8th Grade Language Arts/Literature Teacher _____

Eileen Harris, Academic Support/Intervention Teacher _____

Jerry Hillburn, Technology Teacher _____

Ruth Huschle, Art Teacher _____

Jerry Maher, PE/Health Teacher _____

Dan Ray, Band/Choir Teacher _____

Lynnette Wiegardt, PE/Health Teacher _____



D. District Review Team Members

Caroline Loudenback, President – Board of Directors

Date Review: _____

Marci Busby – Board of Directors

Date Review: _____

Scott Hodgins – Board of Directors

Date Review: _____

Craig Husa – Board of Directors

Date Review: _____

Dan Popp, Vice President – Board of Directors

Date Review: _____

Joel Aune – Superintendent of Schools

Date Review: _____

Don McConkey – Assistant Superintendent

Date Review: _____





III. School Portfolio

A. School Data Collection

1. Demographic Data

(SMS status, mobility rates, class size, parent involvement, ELL, ethnicity, special populations)

Snoqualmie Middle School's student enrollment this year is 455. As part of our school improvement efforts, we continued our practice of closely examining our demographics to tailor programs to meet our students' needs.

- Approximately 455 students enrolled in grades 6, 7 and 8, as of October 2011.
- 33 new students enrolled at the start of the 2011 school year.
- The unexcused absence rate is less than 1%.
- 11% of the students are eligible for free or reduced lunch for a total of 51 students.
- 85% of the students are Caucasian.
- 3% of the students are Hispanic.
- American Indians or Alaskan Natives comprise less than 1% of the school's population.
- Another 4% of the students are Asian or Pacific Islander.
- Less than 1% of students at the school are African-American; less than 1% of students have "other" ethnicity.
- 8% of the students at Snoqualmie Middle School are eligible or receive special education services for a total of 38 students.
- Less than 1% of the students are Transitional Bilingual for a total of 3 students.





2. Student Achievement Data

Summary of Overall Achievement: *Measurement of Student Progress (MSP), Writing Assessment, EOC Math, and RAI.*

The following narratives and data are reflective of the 2010-2011 MSP results. Student achievement at Snoqualmie Middle School is monitored through a variety of assessments. For example, Snoqualmie Middle School 6th, 7th and 8th grade students participate in the annual MSP. In addition, student progress is monitored through both school and district assessments; math competency test, writing assessment, and reading assessments.

Measurement of Student Progress:

Reading 6-7-8

6th Grade:

- 82% of SMS students met or exceeded the state standards as measured by the 2011 MSP.
- Per level, 39% scored at a level 4, 44% scored at a level 3, 16% scored at a level 2, and 1% scored at a level 1.
- Gender: 87% of the female students met or exceeded standard. 77% of the male students met or exceeded standard.

7th Grade:

- 71% of SMS students met or exceeded the state standards as measured by the 2011 MSP.
- Per level, 34% scored at a level 4, 36% scored at a level 3, 23% scored at a level 2, and 6% scored at a level 1.
- Gender: 89% of the female students met or exceeded standard. 63% of the male students met or exceeded standard.

8th Grade:

- 82% of SMS students met or exceeded the state standards as measured by the 2011 MSP.
- Per level, 68% scored at a level 4, 14% scored at a level 3, 13% scored at a level 2, and 5% scored at a level 1.
- Gender: 88% of the female students met or exceeded standard. 77% of the male students met or exceeded standard.





Math 6-7-8

6th Grade:

- 78% of the 6th grade students met or exceeded the math standard as measured by the 2011 MSP.
- Per level, 47% scored at a level 4, 30% scored at a level 3, 16% scored at a level 2, and 6% scored at a level 1.
- Gender: 75% of the female students met or exceeded standard. 68% of the male students met or exceeded standard.

7th Grade:

- 71% of the 7th grade students met or exceeded the math standard as measured by the 2011 MSP.
- Per level, 42% scored at a level 4, 31% scored at a level 3, 12% scored at a level 2, and 15% scored at a level 1.
- Gender: 70% of the female students met or exceeded standard. 73% of the male students met or exceeded standard.

8th Grade:

- 76% of the 8th grade students met or exceeded the math standard as measured by the 2011 MSP.
- Per level, 44% scored at a level 4, 32% scored at a level 3, 15% scored at a level 2, and 9% scored at a level 1.
- Gender: 88% of the female students met or exceeded standard. 68% of the male students met or exceeded standard.
- 100% of the 8th grade students enrolled in algebra exceeded the algebra math standard as measured by the 2001 End of Course Assessment.

Writing

7th Grade:

- 90% of the 7th grade students met or exceeded standard on the 2011 MSP.
- Per level, 48% scored at a level 4, 42% scored at a level 3, 6% scored at a level 2, and 4% scored at a level 1.
- Gender: 96% of the female students met or exceeded standard. 86% of the male students met or exceeded standard.

Science 8

8th Grade:

- 81% of the 8th grade students met or exceeded the science standard as measured by the 2011 MSP.
- Per level, 39% scored at a level 4, 43% scored at a level 3, 13% scored at a level 2, and 5% scored at a level 1.
- Gender: 89% of the female students met or exceeded standard. 77% of the male students met or exceeded standard.



3. Perceptual Data

This data is taken from the 2010-2011 Educational Effectiveness Survey

From Nine Characteristics of Highly Effective Schools Survey

Readiness to Benefit & Clear & Shared Focus

- 88% of the staff welcome new and innovative ideas.
- 96% of the certified staff are willing to work at changing the school for the better.
- 86% of the staff reports that their colleagues are willing to work at changing the school for the better.
- 86% of the staff reports that they understand the mission/purpose of the school
- 86% of the staff believes that important decisions are based on the mission/purpose of the school.
- 97% of the staff believes that their work contributes to the mission/purpose of the school.
- 97% of the staff believes that they demonstrate commitment to our mission.

High Standards and Expectations & Effective Leadership

- 93% of the staff believes they demonstrate commitment to quality education.
- 72% of the staff state we hold one another accountable for student learning.
- 93% of the staff state that they demonstrate commitment to quality education.
- 96% of the staff believes the principal is committed to quality education.
- 89% of the staff believes the principal has a student-learning focus.
- 93% of the staff believes the principal facilitates systems/processes to support school improvement.
- 87% of the staff believes that they are treated fairly at all levels.
- 86% of the staff believes that they actively participate in the evaluation of their performance objectives.

High Levels of Collaboration and Communication

- 98% of the staff believes they collaborate to improve student learning.
- 83% of the staff believe the school regularly meets to monitor implementation of our school improvement plan.
- 93% of the staff believes that when there is a problem in school, we talk about how to solve it.
- 80% of the staff believes staff are consistently truthful.

High Levels of Parent and Community Involvement

- 90% of staff believes they effectively communicate student progress to parents.
- 90% of staff believes the school encourages parent involvement.
- 74% of staff believes that with important decisions we collaborate with parents and the community.





Supportive Learning Environment

- 100% of the staff believe the school is orderly and supports learning.
- 90% of the staff believe the school encourages them to learn and grow.
- 93% of the staff believe we honor agreements made with each other.
- 93% of the staff believe they can count on one another for help when needed.
- 89% of the staff believe we go the extra mile for others.
- 86% of the staff believe students are engaged in learning.
- 93% of the staff believe we have a system for celebrating student success.

Monitoring of Teaching and Learning

- 96% of the staff believes that assessment data is used to identify student needs and appropriate instructional intervention.
- 80% of the staff believes we monitor the effectiveness of our instructional interventions.
- 80% of the staff believes we reflect upon instructional practices to inform our conversations about improvement.
- 78% of the staff believes struggling students receive early intervention and remediation to acquire skills.

Focused Professional Development & Curriculum, Instruction, and Assessment

- 82% of the staff reports that they talk with the principal/administrator about their professional development.
- 80% of the staff reports that they participate in a professional learning community focused on improving student learning.
- 80% of the staff believe that appropriate data are used to guide building-directed professional development.
- 72% of the staff believe they are provided with training to collaborate on improving student learning.
- 93% of the staff believe that regular assessment is used to monitor student progress.
- 58% of the certified staff believes that they engage in classroom-based professional development activities that focus on improving instruction.

Cultural Responsiveness:

- 76% of the staff believes the school communicates effectively to families of all cultures.
- 79% of the staff believes we hold one another accountable for behavior that is culturally sensitive.
- 62% of the staff reports that the curriculum we teach reflects the cultures of the community.



4. Contextual Data

The progress at Snoqualmie Middle School is a result of intentional efforts on how to serve student and community. The focus on student learning has encouraged efforts at reflecting on how the curriculum, instruction and assessment aligns to state standards & grade level expectations to direct what students are expected to know and to be able to produce. In addition to the core curriculum, Snoqualmie Middle School students are provided with a variety of exploratory classes designed to enrich the educational experience, as well as an extra curricular program that is influential in developing positive personal characteristics.

- The average teacher experience level is 15+ years.
- 65% of Snoqualmie Middle School's teachers possess a master degree or higher.
- 75% of students participate in the SMS extracurricular program.
- Eagle Excel, Math & Reading Program, Eagle Soar, and Homework Corner are some of the programs that are designed for additional academic support.
- A monthly character trait is the focus for the SMS Student-of-the-month recognition to highlight those who demonstrate the characteristic.
- Monthly character traits include: Courage, Respect, Responsibility, Compassion, Perseverance, Resilience, Positive Attitude, Tolerance, Character, & Accomplishment.
- High academic achievement, perfect attendance, community service, improvement, and school leadership is honored at Trimester student recognition ceremonies.
- Seasonal spirit assemblies recognize student sports participation.
- Small groups are established to work on academic and social skills and provide emotional support.
- A celebration of student art work is published throughout the school and at art shows.
- Student-led assemblies are featured throughout the year as we honor Veterans Day, Martin Luther King Jr. Day and spirit assemblies.
- 118 band students participate in daily instruction, band concerts, and trips to showcase their talents and non-competitive multi-school festivals.
- 85 choir students participate in daily instruction, evening concerts, and trips to showcase their talents.
- Students are taught deliberate skills in physical education and set fitness goals through our fitness center program in seventh and eighth grade.
- Each student participates in a health class in sixth, seventh and eighth grade; focus on personal responsibility, respect and content that evaluates healthy nutrition and healthy choices.
- A newsletter is e-mailed to all parents/guardians each Friday to share updates about learning and activities at SMS.
- SMS staff uses a variety of technology to update and inform parents about school life and school information including: SharePoint, online grading through "family access", and the SMS website.



B. Summary of Snoqualmie Middle School's Strengths/Celebrations

Through continual efforts in the school improvement process, Snoqualmie Middle School has many areas that are cause for celebration. "What do we want our students to learn, how will we know when each student has learned it, and how will we respond when a student experiences difficulty in learning" are questions that guide our school improvement efforts. We strive to understand the best practices in teaching to enhance learning for both students and staff, and our focus has brought about changes for the better in student achievement. At SMS, our students continue to scoring better than the state average on the core competencies in reading, writing, science, and math as measured by the Measurement of Student Progress.

6 th Reading	6 th Math
2011 82% M. or E. standard	2011 77% M. or E. standard
2010 73% M. or E. standard	2010 75% M. or E. standard
State 70% M. or E. standard	State 58% M. or E. standard
<u>Note</u> <ul style="list-style-type: none"> • 11% increase in level 4 • 5% reduction in level 2 • 8% increase from fall to spring in <i>Reading for Application & Instruction (RAI) score</i> 	<u>Note</u> <ul style="list-style-type: none"> • 3% reduction in level 1



7 th Reading	7 th Math	7 th Writing
2011 70% M. or E. std.	2011 71% M. or E. std.	2011 90% M or E std.
2010 77% M. or E. std.	2010 74% M. or E. std.	2010 91% M or E std.
State 56% M. or E. std.	State 56% M. or E. std.	State 71% M or E std.
<u>Note</u> <ul style="list-style-type: none"> 6% increase from fall to spring in <i>Reading for Application & Instruction (RAI)</i> score 	<u>Note</u> <ul style="list-style-type: none"> 3% increase in level 3 	<u>Note</u> <ul style="list-style-type: none"> 8% increase in level 3

8 th Reading	8 th Math	8 th Science
2011 83% M. or E. std.	2011 76% M. or E. std.	2011 81% M or E std.
2010 83% M. or E. std.	2010 68% M. or E. std.	2010 78% M or E std.
State 68% M. or E. std.	State 50% M. or E. std.	State 61% M or E std.
<u>Note</u> <ul style="list-style-type: none"> 9% increase in level 4 5% increase from fall to spring in <i>Reading for Application & Instruction (RAI)</i> score 	<u>Note</u> <ul style="list-style-type: none"> 6% increase in level 4 5% reduction in level 2 100% exceeding standard (level 4) on the End of Course Algebra Assessment (EOC) 	



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IV. 2011-2012 SMS Improvement Goals

Goal #1: Reading Grades 6 – 8

Areas for Improvement	<ul style="list-style-type: none"> ▪ Comprehension ▪ Critical Thinking ▪ Analysis 								
How to measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ Classroom and Curriculum Based Assessments (Reader's Workshop, Novel Projects, progress graphs, structured writing, reading response journals, quick writes, World Works) ▪ Reading for Application and Instruction (RAI) Assessment – Pre and Post ▪ Measurement of Student Progress 								
Current Results	Current 6 th (10-11 5 th grade data)			Current 7 th (10-11 6 th grade data)			Current 8 th (10-11 7 th grade data)		
	Comp	Anal	Crit	Comp	Anal	Crit	Comp	Anal	Crit
	81% & 85%	73% & 85%	73% & 78%	77%	83%	75%	55%	57%	61%
Targets	Increase comprehension, analysis, and critical thinking scores by 5%.								
Standard 3 – 5 year goals	<ul style="list-style-type: none"> ▪ 3 year goal: 90% of SMS students will meet or exceed standard on the reading portion of the MSP. ▪ 5 year goal: 100% of SMS 7th graders will meet or exceed standard on the reading portion of the MSP. 								
Completed Goal Statements	<ul style="list-style-type: none"> ▪ When compared to 2011 Measurement of Student Progress (MSP) results, 6th, 7th, and 8th grade students at SMS will improve by 5% as measured by the 2012 MSP. 								



Goal #2: Math Grades 6 - 8

Areas for Improvement	<p>Grade 6: Procedures and concepts, Measurement and Geometric Sense</p> <p>Grade 7: Measurement, Geometric Sense, Probability and Statistics, Problem Solving and Reasoning</p> <p>Grade 8: Probability and Statistics, Problem solving and Reasoning</p>
How to measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ Classroom Based Assessments ▪ Competency Assessments ▪ Accelerated Math (6th and 7th) ▪ Student work analysis ▪ Class observations ▪ Measurement of Student Progress ▪ Warm-up scores
Current Results	<p>Grade 6: 66% weighted average (CVES 80/114; SES 48/80) met or exceeded standard as measured on the 2011 MSP.</p> <p>Grade 7: 77% met or exceeded standard as measured by the 2011 MSP.</p> <p>Grade 8: 70% met or exceeded standard as measured by the 2011 MSP.</p>
Targets	<p>Grade 6: Procedures and concepts, Measurement and Geometric Sense</p> <p>Grade 7: Measurement, Geometric Sense, Probability and Statistics, Problem Solving and Reasoning</p> <p>Grade 8: Probability and Statistics, Problem solving and Reasoning</p> <p>*Decrease the Percent of students scoring at Level 1 and 2 at each grade level.</p>
Standard 3 – 5 year goals	<p>Grade 6: 3 year goal: 70% will meet or exceed standard; 5 year goal: 74% will meet or exceed standard.</p> <p>Grade 7: 3 year goal: 78% will meet or exceed standard; 5 year goal: 78% will meet or exceed standard.</p> <p>Grade 8: 3 year goal: 72% will meet or exceed standard; 5 year goal: 76% will meet or exceed standard.</p>
Completed Goal Statement	<p>Grade 6: 70% will meet or exceed math standard as measured by the 2012 MSP.</p> <p>Grade 7: 81% will meet or exceed math standard as measured by the 2012 MSP.</p> <p>Grade 8: 74% will meet or exceed math standard as measured by the 2012 MSP.</p>



Goal #3: Science - Grade 8

Area for Improvement	All three Science strands: systems of science, application of science, & inquiry in science.
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ FOSS assessment, STC Assessment & OSPI assessment. ▪ OEL Training which emphasizes collecting evidence of student learning. ▪ A self-assessment rubric is included for students in the IDF (Investigative Design Format)
Current Results	<ul style="list-style-type: none"> ▪ 81% of the 8th grade students met or exceeded standard as measured by the 2011 MSP. ▪ 42% scored at level 3, 39% scored at a level 4, and 13% scored at a level 2. ▪ Of those receiving special education services, 27% met standard in science as measured by the 2011 MSP.
Target	<ul style="list-style-type: none"> ▪ A decrease by 7% of students scoring at a level 2. ▪ An increase in percentage of meeting/exceeding standard for students that receive special education services.
Standard 3 – 5 year goal	<p>3 yr. Goal:</p> <ul style="list-style-type: none"> ▪ 90% of the 8th grade students will meet or exceed standard as measured by the MSP. <p>5 yr. Goal:</p> <ul style="list-style-type: none"> ▪ 100% of the 8th grade students will meet or exceed standard as measured by the MSP.
Completed Goal Statement	<ul style="list-style-type: none"> ▪ 84% of the 8th grade students will meet or exceed standard as measured by the 11-12 MSP (the goals will be accomplished by the activities planned in the 30-60-90 Plan). ▪ A decrease by 7% of students scoring at a level 2. ▪ An increase in percentage of meeting/exceeding standard for students that receive special education services.



Goal #4: Physical Education Grade - 6-8

Area for Improvement	<ul style="list-style-type: none"> • 57.74% of students achieved at or above the 50th percentile in the sit & reach. • 45.73% of students achieved at our above the 50th percentile for the flex-arm hang and pull-ups.
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> • Pre and Post Presidential Fitness Testing • CBA - Fitness Plan for Pat results (understanding of fitness components, etc.) • Practice the sit & reach, flex arm-hang, and pull-ups.
Current Results	<ul style="list-style-type: none"> • The number of students achieving at or above the 50th percentile in the sit-and-reach test was 57.74%. • The number of students achieving at or above the 50th percentile on the mile run test was 63.74%. • The number of students achieving at or above the 50th percentile on the flex-arm-hang and pull-up tests was 45.73%. • The number of students achieving at or above the 50th percentile on the sit-up/curl-up test was 66.74%. • The number of students achieving at or above the 50th percentile on the shuttle-run test was 63.74%. • The number of students achieving at or above the 50th percentile for all Presidential Fitness Tests was 28.64%
Target	<ul style="list-style-type: none"> • The number of students achieving at or above the 50th percentile will increase to 60% in the sit-and-reach test. • The number of students achieving at or above the 50th percentile will increase to 65% in the mile run test. • The number of students achieving at or above the 50th percentile will increase to 50% in the flex-arm-hang& pull-up tests. • The number of students achieving at or above the 50th percentile will increase to 70% in the sit-up/curl-up. • The number of students achieving at or above the 50th percentile will increase to 68% in the shuttle-run test. • The number of students achieving at or above the 50th percentile for all Presidential Fitness Tests will increase to 30%.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> • 3 yr. Increase the number of students achieving at or above the 50th percentile in each of the Presidential Fitness Tests by 3%. • 5 yr. Increase the number of students achieving at or above the 50th percentile in each of the Presidential Fitness Tests by 4%
Completed Goal Statement	<ul style="list-style-type: none"> • Increase the number of students achieving at or above the 50th percentile in each of the Presidential Fitness Tests.



Goal #5: Clear and Shared Focus & Readiness to Benefit

Area for Improvement	<ul style="list-style-type: none"> ▪ Clear & Shared Focus ▪ Readiness to Benefit
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ EES Perception Staff Survey to Generate Feedback ▪ Student Surveys ▪ Team Meetings, BDD, & Reflective Conversations Focused on Commitment to the Core Covenants ▪ 30-60-90+ Plan
Current Results	<p>Clear & Shared Focus:</p> <ul style="list-style-type: none"> ▪ See EES & Staff Feedback Surveys Results Taken From the Characteristics of Effective Schools <p>Readiness to Benefit:</p> <ul style="list-style-type: none"> ▪ See EES & Staff Feedback Surveys Results Taken From the Characteristics of Effective Schools
Target	<p>Clear & Shared Focus:</p> <ul style="list-style-type: none"> ▪ See EES & Staff Feedback Surveys Results Taken From the Characteristics of Effective Schools <p>Readiness to Benefit:</p> <ul style="list-style-type: none"> ▪ See EES & Staff Feedback Surveys Results Taken From the Characteristics of Effective Schools
Standard 3 – 5 year goals	<p>Clear & Shared Focus:</p> <ul style="list-style-type: none"> ▪ 3yr. @ 100% (5 yr. = sustain) of the staff understands the mission/purpose of our school. ▪ 3yr. @ 95% & 5yr. @ 100% of the certified staff believes that important decisions are based on the mission/purpose of the school. ▪ 3 yr. @ 100% (5yr. = sustain) of the staff believes that their work contributes to the mission/purpose of the school. ▪ 3 yr. @ 100% (5yr. = sustain) of the staff believes that they demonstrate commitment to our mission. <p>Readiness to Benefit:</p> <ul style="list-style-type: none"> ▪ 3 yr. @ 95% & 5 yr. @ 100% of the staff are willing to work at changing the school for the better. ▪ 3 yr. @ 95% & 5 yr. @ 100% of the staff believes their colleagues are willing to work at changing the school for the better. ▪ 3 yr. @ 95% & 5yr. @ 100% of the d staff believes we honor agreements made with each other. ▪ 3yr. @ 95% of the staff welcome new and innovative ideas.
Completed Goal Statement	<p>Clear & Shared Focus:</p> <ul style="list-style-type: none"> ▪ 3yr. @ 100% (5 yr. = sustain) of the staff understands the mission/purpose of our school. ▪ 3yr. @ 95% & 5yr. @ 100% of the certified staff believes that important decisions are based on the mission/purpose of the school. ▪ 3 yr. @ 100% (5yr. = sustain) of the staff believes that their work contributes to the mission/purpose of the school. ▪ 3 yr. @ 100% (5yr. = sustain) of the staff believes that they demonstrate commitment to our mission. <p>Readiness to Benefit:</p> <ul style="list-style-type: none"> ▪ 3 yr. @ 95% & 5 yr. @ 100% of the staff are willing to work at changing the school for the better.



- 3 yr. @ 95% & 5 yr. @ 100% of the staff believes their colleagues are willing to work at changing the school for the better.
- 3 yr. @ 95% & 5yr. @ 100% of the d staff believes we honor agreements made with each other.
- 3yr. @ 95% of the staff welcome new and innovative ideas.



Goal # 6: Focused Professional Development

Area for Improvement	Focused Professional Development
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ Collaborative Conversations & Work (BDD & Team Meetings) ▪ Student Achievement ▪ Classroom Observations ▪ 30-60-90+ Day Plan.
Current Results	<ul style="list-style-type: none"> ▪ See EES & Staff Feedback Surveys Results Taken From the Characteristics of Effective Schools
Target	<ul style="list-style-type: none"> ▪ See EES & Staff Feedback Survey Results Taken From the Characteristics of Effective Schools
Standard 3 – 5 year goal	<ul style="list-style-type: none"> ▪ 3 yr. 84% & 5yr. 90% of the certified staff believes that appropriate data are used to guide building-directed professional development. ▪ 3 yr. 86% & 5 yr. 90%of the certified staff believes that they are provided with training to collaborate on improving student learning. ▪ 3 yr. 66% % 5 yr. 70%of the certified staff believes that they engage in classroom-based professional development activities that focus on improving instruction. ▪ 3yr. 90% & 5 yr. 95% of the certified staff report that they talk with the principal/administrator about their professional development. ▪ 3yr. 85% & 5 yr. 90% of the certified staff reports that they participate in a professional learning community focused on improving student learning. ▪ 3 yr. 96% & 5 yr. 100% of staff believes that regular assessment is used to monitor student progress.
Completed Goal Statement	<ul style="list-style-type: none"> ▪ 3 yr. 84% & 5yr. 90% of the certified staff believes that appropriate data are used to guide building-directed professional development. ▪ 3 yr. 86% & 5 yr. 90%of the certified staff believes that they are provided with training to collaborate on improving student learning. ▪ 3 yr. 66% % 5 yr. 70%of the certified staff believes that they engage in classroom-based professional development activities that focus on improving instruction. ▪ 3yr. 90% & 5 yr. 95% of the certified staff report that they talk with the principal/administrator about their professional development. ▪ 3yr. 85% & 5 yr. 90% of the certified staff reports that they participate in a professional learning community focused on improving student learning. ▪ 3 yr. 96% & 5 yr. 100% of staff believes that regular assessment is used to monitor student progress.



Goal #7: Frequent Monitoring of Teaching & Learning

Area for Improvement	Monitoring of Teaching & Learning
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> ▪ Staff Survey ▪ Goal Conferences ▪ Classroom Observations ▪ Reflective Conversations/Partnership w/ Other SVSD Administration
Current Results	<ul style="list-style-type: none"> ▪ See EES & Staff Feedback Survey Results Taken From the Characteristics of Effective Schools.
Target	<ul style="list-style-type: none"> ▪ See EES & Staff Feedback Survey Results Taken From the Characteristics of Effective Schools.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> ▪ 3 & 5yr. @ 100% of the staff believes that assessment data is used to identify student needs and appropriate instructional intervention. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we monitor the effectiveness of our instructional interventions. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we reflect upon instructional practices to inform our conversations about improvement. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes struggling students receive early intervention and remediation to acquire skills.
Completed Goal Statement	<ul style="list-style-type: none"> ▪ 3 & 5yr. @ 100% of the staff believes that assessment data is used to identify student needs and appropriate instructional intervention. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we monitor the effectiveness of our instructional interventions. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we reflect upon instructional practices to inform our conversations about improvement. ▪ 3 yr. @ 85% & 5 yr. @ 90% of the staff believes struggling students receive early intervention and remediation to acquire skills.



V. ACTION PLANS

Goal #1: READING ACTION PLAN

School Improvement Goal: Increase 6th, 7th, & 8th grade reading test scores by 4% on the 2012 Measurement of Student Progress (MSP) as compared to the 2011 MSP.

Strategy: Continue utilizing comprehension strategies in the classrooms. Implement additional instructional tools to enhance students' critically thinking, analysis, and interpretation skills.

Rationale: Providing reading instruction that increases student comprehension will assist students in meeting grade level expectations, building reading comprehension skills & confidence, and developing independent readers.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity?</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity?</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> Before, During and After Reading Strategies (making predictions, finding evidence, inference, main idea, analyze and interpret, vocabulary instruction) 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> All year long 	<ul style="list-style-type: none"> BDA "Cheatsheet" Two column notes (Step Up to Writing) Graphic organizers 	<ul style="list-style-type: none"> Katie Darst 	<ul style="list-style-type: none"> Teacher Assessments MSP RAI
<ul style="list-style-type: none"> Model multiple comprehension strategies across the grades and subject areas. Develop common practices and language (big chunk/little chunk, framing text, guided tour/budget tour, close read, model wrestling with difficult texts) 	<ul style="list-style-type: none"> Readicide Professional Reading Circle Decide common language 	<ul style="list-style-type: none"> 1st trimester 	<ul style="list-style-type: none"> Readicide 	<ul style="list-style-type: none"> Connie Logan 	<ul style="list-style-type: none"> MSP RAI Classroom Assessments



<ul style="list-style-type: none"> Fluency Practice (partner reading, "6 Minute Solution" & "Read Naturally") 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> 2nd trimester 	<ul style="list-style-type: none"> 6 Minute Solution Read Naturally SIPS ? Eagle Excel? 	<ul style="list-style-type: none"> Dawn Appleby Carol Gebhard? Eileen Harris? 	<ul style="list-style-type: none"> Classroom Assessments Graph of progress
<ul style="list-style-type: none"> Text Interaction Skills (highlighting, predict, response notes, questioning, visualize, clarify, background information, fix-up strategies, comprehension monitoring, ACTIVE) 	<ul style="list-style-type: none"> A =ask C = connect T = text features I = inference V = visualize E = eureka 	<ul style="list-style-type: none"> All year long 	<ul style="list-style-type: none"> Materials for marking text Text that can be marked Reading Strategies booklet 	<ul style="list-style-type: none"> All teachers who use text materials 	<ul style="list-style-type: none"> Classroom Assessments Student participation Structured writing
<ul style="list-style-type: none"> Small group reading instruction (Reader's Workshops, reading groups, etc.) 	<ul style="list-style-type: none"> Reader's Workshop Training 	<ul style="list-style-type: none"> By end of 2nd trimester 	<ul style="list-style-type: none"> Heroes Journey Workshop Dystopia Workshop <p>(Need more books)</p>	<ul style="list-style-type: none"> Connie Logan, Katie Darst 	<ul style="list-style-type: none"> Teacher Assessment Reading Response Journals Quick Writes
<ul style="list-style-type: none"> Repeated, enforced "choice" reading sessions throughout the week (Free recreational reading time) 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> All year long 	<ul style="list-style-type: none"> Classroom libraries School library King County Library System Time during Reading Class Young Adult Librarian 	<ul style="list-style-type: none"> All reading teachers 	<ul style="list-style-type: none"> <u>Everyone</u> will be reading
<ul style="list-style-type: none"> Diagnostic testing 2x a year to assess growth and address difficulties. 	<ul style="list-style-type: none"> Training on test administration 	<ul style="list-style-type: none"> Fall and Spring 	<ul style="list-style-type: none"> Reading for Application and Instruction Assessment (RAI) MSP 	<ul style="list-style-type: none"> Justin Talmadge All LA/Lit teachers (administration of test) 	<ul style="list-style-type: none"> RAI scores should improve between Fall and Spring. MSP scores should improve year to year



<ul style="list-style-type: none"> • After School Reading Support Program 	<ul style="list-style-type: none"> • Curriculum From Comprehension Toolkit • LAP Monies 	<ul style="list-style-type: none"> • 2nd-3rd Trimester 	<ul style="list-style-type: none"> • Comprehension Toolkit Curriculum & LAP Monies 	<ul style="list-style-type: none"> • Administrator & Literacy Teacher 	<ul style="list-style-type: none"> • Student Progress • RAI • Feedback From Teacher & Classroom Performance • MSP
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Procedures for evaluating success in reaching this goal: Grade level/teacher review of student assessment results, teacher feedback, MSP Data, and Reading Assessments.

How will you know these interventions are working? Classroom implementations that improve student reading skills, motivation and engagement, MSP results, student work and 30-60-90 day Plan.





Goal #2: MATH ACTION PLAN

School Improvement Goal:

Students will meet or exceed the following goals as measured by the 2012 MSP

- 6th Grade 68%
- 7th Grade 78%
- 8th Grade 72%

Strategy: Cross graded dialogues focusing on student needs/targeted areas, planning common assessments and practices to improve student achievement in math.

Rationale: Common practices and focused attention to student needs/targeted areas will improve student ability to meet math standards.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity?</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity?</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> • Instructional level grouping • Small group lessons and pacing appropriate to ability • Mini-lessons to address learning needs • Competency test for placement decision • Common language-vocabulary • Best teaching practices • Math word problem solving process • Eagle Excel and after school tutoring • BDD committee meetings • Daily warm-up • CBA • Multiple reading strategies for informational text • Posted learning targets • MSP tutorials and demos 	<ul style="list-style-type: none"> • District directed math cohort days • Building directed math cohort days • Peer observations for common language/consistent practices and strategies • District level professional development 	30-60-90+ Day Plans	<ul style="list-style-type: none"> • District TOSA • MSP release items • Competency/Inventory tests • OSPI • Holt curricular resources • Accelerated Math • IXL • Exam View for formatting assessments • On-line texts and resources • In-service opportunities 	<ul style="list-style-type: none"> • All math and special education teachers at Snoqualmie Middle School 	<ul style="list-style-type: none"> • 30-60-90 Day Plans • CBA • Competency assessments • Student work analysis • Warm-up activities • MSP

Procedures for evaluating success in reaching this goal: Cross grade level feedback (BDD), common instructional practices, Accelerated Math, IXL competency tests, Eagle Excel, student work analysis, warm-up activities, MSP, and 30-60-90 Day Plan.

How will you know these interventions are working? Competency results, MSP, classroom assessments and Eagle Excel, 30-60-90 Day Plans and student grades.



Goal #3: SCIENCE ACTION PLAN

Goal Statement:

- 84% of the 8th grade students will meet or exceed standard as measured by the 11-12 MSP (the goals will be accomplished by the activities planned in the 30-60-90 Plan).
- A decrease by 7% of students scoring at a level 2.
- An increase in percentage of meeting/exceeding standard for students that receive special education services.

Strategy: Continued Professional Development in FOSS Curriculum and in STC Curriculum through OEL training.

Rationale: Identifying power standards and learning targets that address content standards, student learning needs and continued professional development with the FOSS and STC Curriculum and OEL guides teachers in applying learning theory to the key science concepts in science classrooms.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> • Word Wall Vocabulary (In Notebook acceptable) • Science Notebooks • OEL Training (Observation Evidence Learning) • Investigative Design Format • Team Time & BDD Committee Meetings • Use MSP Data • Focus on student achievement 	<ul style="list-style-type: none"> • Time with TOSA to write investigations and to obtain current OSPI Science EALR /GLE updates. • OEL Training sessions 4 and 5 (Fall 11, Jan 12, Mar 12, Apr 12) • Building Directed & District Directed Days 	30 -60 - 90+ Day Plans	<ul style="list-style-type: none"> • District TOSA and OSPI • FOSS Curriculum. • STC Curriculum • OEL Directed Training 	<ul style="list-style-type: none"> • 8th grade Science Teacher, District Science TOSA, • 6th and 7th grade teachers introduce and practice IDF so same format is being used towards mastery in 8th grade 	30 -60 - 90+ Day Plans Observations by colleagues of student learning both anecdotal and formal during OEL sessions

Procedures for evaluating success in reaching this goal

Analysis of the 2010 MSP scores in the 8th grade, FOSS Curriculum, STC Curriculum and 30-60-90 Day Plan

How will you know these interventions are working?

Monitoring student progress through frequent assessment and by observations from colleagues during OEL training.



Goal #4: PHYSICAL EDUCATION ACTION PLAN

School Improvement Goal:

Increase the number of students achieving at or above the 50th percentile in each of the Presidential Fitness Tests.

Strategy: Use pre-test data to assess student weaknesses and plan P.E. curriculum to focus on improving Presidential Fitness Scores.

Rationale: Assessing objective information regarding student performance will allow us to optimize our scope and sequence for this year's curriculum, resulting in an ideal environment to maximize student potential.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ol style="list-style-type: none"> 1. Complete Pres. Fitness Testing. 2. Analyze Results. 3. Parent Conferences. 4. Review F.I.T.T. principle and complete assessment. 5. BDD/DDD cohort work. 6. P.E. Activities to promote healthy fitness. 7. Send Presidential Testing Results home with parents. 	<p>Have been working on this for last 3 years. Training complete. Staff will take advantage of prof. growth opportunities.</p>	<p>1st Trimester to 3rd Trimester</p>	<p>Will use technology to track student progress, and look into ordering new equipment.</p>	<p>Mr. Maher and Ms. Wiegardt</p>	<p>Practice tests will be recorded in teacher grade book.</p>
<p>Procedures for evaluating success in reaching this goal: Data analysis is tracked via Microsoft Excel.</p> <p>What summative evidence will be used to show this activity has made a difference in student outcomes? Analysis of Presidential Fitness Testing and Curriculum Implementation of CBA's & by reaching our statistical goals.</p>					





Goal #5: Clear and Shared Focus & Readiness to Benefit (3-5 year goals)

Clear and Shared Focus

- 3yr. @ 100% (5 yr. = sustain) of the staff understands the mission/purpose of our school.
- 3yr. @ 95% & 5yr. @ 100% of the certified staff believes that important decisions are based on the mission/purpose of the school.
- 3 yr. @ 100% (5yr. = sustain) of the staff believes that their work contributes to the mission/purpose of the school.
- 3 yr. @ 100% (5yr. = sustain) of the staff believes that they demonstrate commitment to our mission.

Readiness to Benefit:

- 3 yr. @ 95% & 5 yr. @ 100% of the staff are willing to work at changing the school for the better.
- 3 yr. @ 95% & 5 yr. @ 100% of the staff believes their colleagues are willing to work at changing the school for the better.
- 3 yr. @ 95% & 5yr. @ 100% of the staff believes we honor agreements made with each other.

3yr. @ 95% of the staff welcome new and innovative ideas.

Student Survey Data (2009 & 2010 SMS Results From National Survey):

Bar Charts are based on the following scale:

- "1" represents *Strongly Disagree.*
- "2" represents *Disagree.*
- "3" represents *Neutral.*
- "4" represents *Agree.*
- "5" represents *Strongly Agree*

School Climate: 09-10: 3.86 10-11: 3.79 Pos. Relationships: 09-10: 3.93 10-11: 3.72
 Voice & Choice: 09-10: 3.89 10-11: 3.66 Engaged Learning: 09-10: 3.34 10-11: 3.32
 Feedback & Goal Setting: 09-10: 3.44 10-11: 3.28

Example

Question	10-11: 6th	09-10: 6 th	10-11: 7th	09-10: 7th	10-11: 8th
Overall	3.96	3.98	3.86	3.91	3.61
Satisfied w/ school	3.79	3.98	3.67	3.53	3.51
Treated fairly by adults	3.80	3.92	3.72	3.92	3.36
I feel safe at school	3.99	3.86	3.86	3.93	3.75
Bullying is not a problem	3.49	3.49	3.48	3.60	3.15

Strategy: Core Covenants Yr. 4: Refine the “look like” behaviors of C.A.R.E., develop C.A.R.E. as core covenants for students, & the development of a building student survey to be administered in the Fall & Spring to compare with the National Survey.

Rationale: By refining our understanding of our work & role as educators, and working to enhance student engagement (connection to school & teacher-student relationships), we will foster an increase in student learning.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<p>Core Covenants Yr. 4: Refine the “look like” behaviors of C.A.R.E. to align to current programs.</p> <p>Develop & teach C.A.R.E. as core covenants for students</p> <p>Student Survey:</p> <ul style="list-style-type: none"> - Review the 09-10 & 10-11 student survey data to identify positive & negatives - Develop student survey to dig deeper & better understanding of student perceptions - Create student focus group to conduct survey on particular areas of concern - Administer bld. survey in Fall & Spring to gauge progress in addition to National Survey 	<p>Collaboration at BDD, Team Meetings, & Staff Meetings</p> <p>Guest Speaker (Bruce Brown) on Student Relationship, “There Was This Teacher That . . . “</p>	<p>Throughout the year at BDD, Team Meetings, & Staff Meetings</p>	<p>“There Was This Teacher That . . . ” – Bruce Brown</p>	<p>SMS Administration</p>	<p>C.A.R.E. behaviors modeled daily ,staff perception survey, & student perception surveys.</p>
<p>Procedures for evaluating success in reaching this goal? C.A.R.E. behaviors modeled daily, development of C.A.R.E. for students, and staff & student perception surveys.</p>					
<p>How will you know these interventions are working? C.A.R.E. behaviors modeled daily, development of C.A.R.E. for students, and staff & student perception surveys.</p>					





Goal #6: Focused Professional Development (3 & 5 yr. goals)

- 3 yr. 84% & 5yr. 90% of the certified staff believes that appropriate data are used to guide building-directed professional development.
- 3 yr. 86% & 5 yr. 90% of the certified staff believes that they are provided with training to collaborate on improving student learning.
- 3 yr. 66% & 5 yr. 70% of the certified staff believes that they engage in classroom-based professional development activities that focus on improving instruction.
- 3yr. 90% & 5 yr. 95% of the certified staff report that they talk with the principal/administrator about their professional development.
- 3yr. 85% & 5 yr. 90% of the certified staff reports that they participate in a professional learning community focused on improving student learning.
- 3 yr. 96% & 5 yr. 100% of staff believes that regular assessment is used to monitor student progress.

Strategy:

Through team meetings & BDD, the staff will participate in professional development focused on “power standards” & “learning targets” to enhance our teaching and learning and to increase student achievement.

Rationale:

Power Standards help teachers focus and prioritize what is most important for students to know and be able to do in the time available for teaching and learning. By looking at the state’s [Grade Level Expectations \(GLEs\)](#), or what the state expects students to learn at each grade, teachers identify which of these GLEs best represent the key skills, concepts, and processes mastered at a given grade level. Power Standards are a subset of the complete list of standards for each grade and for each subject. They represent the “safety net” of standards every teacher ensures all students learn.

- **Readiness:** To provide students with essential knowledge and skills necessary for success in the next grade or level of instruction.
- **Leverage:** To provide knowledge and skills that will be of value in multiple disciplines.
- **Endurance:** To provide knowledge and skills that will be of value beyond a single test date; they will endure throughout a student’s academic career and professional life.

Learning Targets reflects the research on effective instruction, supports the importance of instructional clarity, recognizes that students’ attitudes & perceptions towards learning are influenced by the degree which they understand what is expected of them, addresses the PLC question, “what do we want students to learn,” & helps identify curriculum priorities to focus on the “essential skills/concepts/information” to be taught.

Student Engagement (connection to school & teacher-student relationship): Schools are finding that meaningful student engagement can be a powerful and effective forces for school improvement, increasing students’ connection to their own achievement as well as to school goals and making schools, in turn, more responsive to the characteristics and needs of their students. Meaningful student involvement honors and authorizes the unique perspectives, insights, and needs of all students in the school and engages them in shaping their own educational experiences.

- “A Summary of Research on Using Student Voice in School Improvement Planning,” pg. 4, The Alliance Education.



Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Focused Professional Development: “Instructional 5 Framework”	Professional Development Provided By Administration	30 -60 - 90+ Day Plans	Center for Educational Leadership, Instructional 5 Framework, & Professional Literature (<i>Classroom Assessment for Student Learning; Doing it Right, Using it Well</i>)	Administration	Professional Conversations & Collaboration @ Team Meetings & BDD Classroom Observations 30 -60 - 90+ Day Plans
Procedures for evaluating success in reaching this goal? Professional Conversations & Collaboration, Deconstructing Standards, Staff Feedback, & 30-60-90 Day Plan.					
How will you know these interventions are working? Professional Conversations & Collaboration, Deconstructing Standards, Staff Feedback, & 30-60-90 Day Plan.					



Goal #7: FREQUENT MONITORING OF TEACHING & LEARNING

Frequent Monitoring of Teaching & Learning Goals (3 & 5 yr. goals)

- 3 & 5yr. @ 100% of the staff believes that assessment data is used to identify student needs and appropriate instructional intervention.
- 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we monitor the effectiveness of our instructional interventions.
- 3 yr. @ 85% & 5 yr. @ 90% of the staff believes we reflect upon instructional practices to inform our conversations about improvement.
- 3 yr. @ 85% & 5 yr. @ 90% of the staff believes struggling students receive early intervention and remediation to acquire skills.

Strategy: Through professional goal setting meetings, classroom observation, & monthly meetings.

- **Rationale:** This will offer a means of professional conversation, collaboration, and support, provide for a structure that reflects new understanding of teaching, learning, & context for describing and discussing teaching and student performance, establish a common vocabulary, provides a road map for novice teachers & guidance for experienced professionals & offer a structure for focusing school improvement efforts and what best practices look like for both students and teachers.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Professional Goal Setting Meetings, Classroom Observations, & Monthly Meetings	PLC Literature, Instructional Rounds Literature, Instructional Framework & SVSD PDD	30 -60 - 90+ Day Plans	PLC Literature, Instructional Rounds Literature, Instructional Framework, & SVSD PDD	Administration	Professional Conversations & Collaboration Classroom Observations 30 -60 - 90+ Day Plans
Procedures for evaluating success in reaching this goal: Professional Conversations & Collaboration, Classroom Observations, & 30-60-90 Day Plan.					
How will you know these interventions are working? Professional Conversations & Collaboration, Classroom Observations, & 30-60-90 Day Plan.					





VI. School Improvement Budget

School Improvement Goal(s)	To Contract Services	Conferences Workshops	Consultants	Substitute Teachers Cost	Materials
After School Academic Support: After-school program designed to provide additional time & assistance for struggling learners; math & reading					
Total Cost:					

