Annual School Improvement Plan: Middle School 2014-2015

School: Alki **Date Submitted:** Oct 7, 2014

Records of the annual approval of School Improvement Plans by the Vancouver School District Board of Directors are on file in the office of the Superintendent.

Most data elements displayed below are available on the OSPI School Report Card site. The remaining elements (% of Students Continuously Enrolled, % Mobility, and % Attendance Rate) are compiled by Vancouver Public Schools Research and Evaluation Services.

Complete requested information:

733 Number of 6-8 Students

95 % of Students Continuously Enrolled

5 % Mobility

1.5 % of Limited English Students

27 % of Free and Reduced Lunches

13.5 % of Students in Special Education (IEPs)

96 % Attendance Rate

Ethnicity: 5.2% Asian 1.7% Black 8.1% Hispanic .6% Native American 78.% White

SHARED VISION

Excellence in Education

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.

1. COMPREHENSIVE NEEDS ASSESSMENT

a. Check those items below that your school team used to review and analyze new school-level data for your annual needs assessment.

- ☒ Survey of parents, staff, and students
- ☒ Parent input (School Improvement Planning meetings and parent meetings)
- ☐ Teacher-led Observation Protocol (Learning Walks, 5-Dimensions)
- ☐ School Data Notebooks
- ☒ PLC Team data review
- ☒ 2014 MSP results (including grade-level scores, sub-group data, and strand analysis)
- ☒ MSP trend data (OSPI website)
- ☒ MAP ☐ Reading ☐ Math
- ☒ NWEA Progress Reports (MAP)
- ☒ MBA (2013-14 school year)
- ☐ QRI data
- ☒ Curriculum-based measures
- ☒ Classroom formative assessments data/progress reports from intervention classes
- ☐ Other:

b. OSPI has encouraged schools to look for the presence of nine characteristics that are highly correlated to high performing schools, according to research. (See descriptions on separate page.) Indicate the status of your school on each item, as supported by surveys, accomplishments, and academic data, and identify a minimum of two that will be the focus of school improvement this year.

You are required to complete Comments for any area marked "Needs Improvement."

	High Strength	Moderate Strength	Adequate Strength	Needs Improvement
Clear and Shared Focus	☒	☐	☐	☐
Comment: _____				
High Standards and Expectations	☐	☐	☐	☒
Comment: Staff sees this as a strength but parents don't feel well informed in this area.				
Effective School Leadership	☒	☐	☐	☐
Comment: _____				
High Levels of Collaboration and Communication	☐	☒	☐	☐
Comment: Collaboration during PLC time is happening, but this year the focus will be on having the right discussions around student learning as an extension of our PLC training in August.				
Curriculum, Instruction and Assessment Aligned with Standards	☐	☐	☒	☐
Comment: We will be working to deepen our understanding of the CCSS and develop learning targets and success criteria that are strongly linked to the standards.				
Frequent Monitoring of Teaching and Learning	☐	☒	☐	☐
Comment: PLC work				
Focused Professional Development	☐	☒	☐	☐
Comment: We have worked on learning targets and will continue that work during staff meetings and through differentiated professional development provided by the district.				
Supportive Learning Environment	☐	☒	☐	☐
Comment: _____				
High Levels of Community and Parent Involvement	☐	☒	☐	☐
Comment: _____				

2. SCHOOLWIDE REFORM STRATEGIES

a. Explain how the school will organize and deliver core and supplemental curriculum, instructional strategies and effective methods, that utilize scientifically-based research, using a Response to Intervention model, to improve academic achievement for all students in the school, with an emphasis on low achieving students, students from diverse cultures, and historically underserved populations.

All students have opportunities to achieve at their instructional level in a four-tiered literacy system of instruction and intervention that coordinates with the Washington State system (Vancouver includes an advanced level). Comprehensive assessment occurs through district-mandated and program assessments, including MSP, Smarter Balanced Assessment Consortium (SBAC) materials, WELPA, MAP, QRI; and classroom unit tests, basic facts screening, problem solving tasks, FASTT Math, IXL, and other Common Formative Assessments (CFAs) designed by

Professional Learning Communities (PLCs). Data is collected, shared, and discussed in PLC teams throughout the school year and vertical teams (Elementary to Middle School and Middle School to High School) in the spring of each year when the forecasting process takes place. Based on formative assessments, CBMs, and other assessments given during the year, grade level curricular PLCs review data and make adjustments to help determine if students are making adequate progress and receiving appropriate instructional support. This process helps identify students that need additional effective and timely assistance as well as promoting rigor for our benchmark and advanced students. This assistance may be in specific elements of the reading process: phonemic awareness, phonics, fluency, vocabulary, and comprehension, or the math process: concept development, basic facts, vocabulary, problem solving and application (ELL, RTI designed intervention support, Special Ed, etc.). Core instruction follows a delivery model of 1/3 whole group, 1/3 small groups (flexible groupings), and 1/3 individual practice. Small groups provide the opportunity to have differentiated lessons and intentional skills teaching. Students are continuously progress monitored, with individual adjustments made to pacing, practices, and groupings as needed. Curriculum and strategies are selected from district-approved options that utilize scientifically-based research to meet students' needs.

Check reform strategies that you use in your school's instructional program to provide opportunities for all children to meet the state's proficient and advanced levels of achievement.

- ☒ Have measureable goals and benchmarks, aligned with Common Core State Standards (CCSS)
- ☒ Align curriculum and instruction with learning targets aligned to CCSS performance expectations
- ☒ Assess students' needs in relationship to common standards and goals
- ☒ Diagnose strengths and weaknesses and use these to design specific instructional plans to improve student learning
- ☒ Use effective methods and instructional strategies, based upon scientifically-based research, to strengthen core program components to improve academic achievement for all students
- ☒ Use effective methods and instructional strategies, based on scientifically-based research, to improve academic achievement of underachieving students in intervention programs
- ☒ Implement all district curricula with fidelity to ensure maximum efficacy and equitability
- ☒ Emphasize differentiation of instruction to meet needs of individual students
- ☒ Increase the amount and quality of learning time
- ☒ Assess, analyze, and use on-going data to monitor progress, change delivery of instruction, evaluate success, and remediate instruction if needed
- ☒ Ensure that instruction is delivered by highly-qualified teachers and paraeducators
- ☐ Implement Response to Intervention model
- ☐ Other: We are working this year on learning more about RtI as a middle school Principle PLC and will discuss how we might schedule intervention opportunties within the school day next year, investigating models that other middle schools are using.

b) Strengthen core academic programs

READING: Check district programs you use for Core reading instruction 180 days:

- ☒ Expert 21
- ☒ Literature Studies using District-adopted curriculum and approved trade books
- ☐ Other:

MATH: Check district programs you use for Core math instruction 180 days:

- ☒ VPS Math Guide
- ☒ Holt McDougal Algebra, Geometry
- ☐ Other:
- ☒ Holt McDougal Mathematics courses 1, 2, 3

WRITING: Check district programs/approaches you use for Core writing instruction:

- ☒ Step Up to Writing
- ☒ Writer's Craft

- ☒ Expert 21
- ☒ VPS Secondary Writing Framework
- ☐ Other:
- ☒ Six Trait Writing
- ☒ SBAC Sample Items and Performance Tasks

c) Increase amount & quality of learning time

READING: Check district programs/strategies you use for supplemental intervention for students reading below benchmark level on MSP or district assessments:

- ☒ Intensive Literacy (System 44/Read 180)
- ☐ Soar to Success/Reciprocal Reading Strategies
- ☐ ReadAbout
- ☒ SIOP Strategies
- ☒ Other: Push-in support to identified classrooms
- ☒ Literacy Focus
- ☐ Read Naturally/Six Minute Solution
- ☐ English 3D

MATH: Check programs/approaches you use for supplemental math intervention for students below benchmark level on MSP or district assessments:

- ☒ IXL
- ☐ FASTT Math
- ☒ Manipulatives
- ☐ IXL
- ☐ Math Lab
- ☒ Fraction Nation
- ☒ SBAC Sample Items and Performance Tasks
- ☒ Other: 2 period math block

WRITING: Check programs/approaches you use to assist students that are below benchmark level on MSP or district assessments in writing:

- ☒ Step Up to Writing
- ☒ SIOP Strategies
- ☒ Journals
- ☒ Other: Push in to identified classrooms
- ☒ Read 180/Expert 21
- ☒ SBAC Sample Items and Performance Tasks
- ☒ AVID Strategies

d) Increase strategies for meeting the educational needs of historically underserved populations

READING/MATH/WRITING: Check strategies you use to assist students that are below benchmark level on MSP or district assessment in reading/math/writing:

- ☒ SIOP Strategies
- ☒ AVID
- ☒ Math Manipulatives
- ☐ Differentiated Instruction
- ☐ Writing Frames
- ☒ High Probability Instructional Strategies
- ☒ Gradual Release of Responsibility (I do/We do/You do)
- ☐ Other:
- ☒ Modeling and Exemplars
- ☒ Cooperative Learning
- ☐ Reciprocal Teaching
- ☒ Cornell Notes
- ☒ Graphic Organizers
- ☐ Choral Responses
- ☒ Interactive Notebooks

e) Address the needs of all students, particularly the needs of low achieving students

Describe the groups of students that receive supplemental intervention in your school, especially regarding underachieving students. (Review *sample below* and revise entries as appropriate to your school.)

Student Group Receiving Supplemental Interventions	Who Delivers Instruction	Where Instruction is Delivered	Average Amount of Time
AVID/AVID like profiles	Student Advocate and Site Team Mentors	School	30 min/week

Academically struggling students who need support in core classes	5 core teachers	school	45 min/day

Briefly describe how the district supports your schoolwide implementation.

The Vancouver Public Schools' leadership team provides technical assistance in the development of the schoolwide building plans on a consistent basis. Portions of monthly K-12 Leadership Institutes, General Administrator and Principal meetings are dedicated to assist school leadership teams in planning for the development of School Improvement Plans. The administrator for Special Services, building administrators, curriculum specialists, school literacy facilitators, data facilitators, school counselors, district assessment personnel, and other district support staff are available to provide support to our team. The district provides research-based curriculum and support, extensive professional development opportunities directly tied to areas of need, and delayed-start release time for professional learning community planning.

Schoolwide plans are reviewed before approval is granted. District representatives review each school's SIP annually and request necessary data to determine the effectiveness of the school improvement efforts. The results are approved by the school board on an annual basis and adjustments to the building plans are implemented, based on the results of this review process.

Other areas of district support include the following:

- **Technology**—Data dashboard tool for key district and building metrics; portal access for storing and retrieving student data; district-provided print-outs of individual student, classroom, and schoolwide data and assessment information; computers and programs to support communications, web access, and student learning; on-line parent @ccess to student's information (attendance, schedules, etc.).
- **Professional Development**—Funding available to all teachers; frequently-scheduled, district-sponsored trainings in classroom management, curriculum, and instruction; orientation training and ongoing mentoring for new staff; cadre meetings to keep staff representatives informed/trained in areas of Special Education, Science, Literacy, and Math.
- **Support Personnel**—Literacy Specialist, curriculum specialists, and ELL Support Staff.
- **Communications**—District website which links parents to school's home page, district newsletter, district information and programs on public television.
- **Curriculum**—Research-based, district-adopted curricular materials, including supplemental intervention materials that have been selected to target specific learning needs.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The district's Human Resources Department screens the professional records of all certified staff to ensure teacher assignment is based on qualifications of being highly qualified for the position.

4. HIGH QUALITY AND ON-GOING PROFESSIONAL DEVELOPMENT

Professional development within Vancouver Public Schools is district-wide and school-based. The district offers ongoing core and supplemental program training opportunities to develop common knowledge and skills. A school-based Literacy Specialist provides instruction and modeling for literacy and assessment areas. All math teachers participate in required professional development supporting implementation of the district Math Initiative and adoption of new materials.

Ongoing school level professional development activities relate to the school's established priority areas that need improvement. (It may also include opportunities for parents and paraprofessionals.) Indicate the type of professional development activities your building will use to accomplish your School Improvement Goals/Learning Targets (Action Plans).

Setting	Content
☒ Faculty meetings	☒ Research-based literacy strategies; e.g., 5 elements of literacy
☒ Professional Learning Communities	☒ Research-based math strategies; e.g., manipulatives, problem solving
☒ Book studies	☒ Research-based writing strategies; e.g., six trait, accordion paragraph
☒ EIE Learning Walks	☐ Specific programs; e.g., *Expert 21*
☐ Team meetings	☒ Data analysis
☐ Early Release meetings	☒ Technology as a tool for learning
☒ Summer Institutes	☐ Response to Intervention
☒ 5-Dimensions of Teaching and Learning	☐ Poverty or sub-group workshops
☒ TPEP collaborative meetings	☒ Authentic Student Engagement
☐ Professional Learning Communities	☐ Elements of Instructional Excellence
☒ Other: AVID	☐ Positive Behavior Intervention Support
	☒ Other: CCSS/AVID strategies

5. ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS

Briefly describe the strategies that are used to attract highly-qualified staff to work in your school.
Vancouver Public Schools has developed a systemic model of attracting highly qualified teachers, consisting of:

- **Compensation:** Addressing the reality that teachers spend time outside of the student day, week, and year to fulfill their professional role, Vancouver uses local levy funds to provide a professional stipend.

- **Extended Duties:** Teachers have opportunities to engage in compensated extended duties such as intramurals and summer school activities

- **Assessment and Evaluation:** The professional development and evaluation model begins with a self-assessment and goal-setting conference with the teacher's supervisor, which provides the foundation for the year. The professional development and evaluation process is focused on growth over a teacher's career and is supported by a comprehensive professional development program (TPEP).

- **Professional Growth and Development:** Vancouver's integrated professional growth program is part of a comprehensive recruitment, evaluation, development, and retention model. The data from the teacher self-assessment is one tool that is used in the design of professional development opportunities.

  To support teachers in engaging in professional development, the district provides guaranteed professional development funds. Educators may apply for additional monies from unused funds in the pool. Teachers may use the funds for hourly reimbursement for in-district professional development and to reimburse costs related attendance at conferences, NBPTS certification, or college and university coursework.

  Additionally, all certificated staff participate in professional learning communities focused on the five questions:
  1. What do we want our students to learn?
  2. How will we get them there?
  3. How will we know they learned it?
  4. What will we do if they don't learn it?
  5. What will we do if they already know it?

- **Recruitment:** The district hires centrally and begins the process in February with target hire dates of April/May. Early recruiting and a systemic plan enables Vancouver to diversify its teaching staff and hire highly qualified teachers.

- **Interviewing:** Vancouver's systemic recruitment model includes internal and external screening of potential hires. Potential hires are invited to a Candidate Day. At a Candidate Day, applicants spend the day in Vancouver learning about the district and participating in an interview. A team of building administrators, using a consistent set of questions, conducts interviews. Questions target values that research has shown to be evident in highly effective teachers. Candidate responses are scored against descriptors of highly effective teachers, aligned with the assessment and evaluation criteria. Successful candidates are offered employment within the district and then are placed when specific openings are identified.

- **Mentoring and Induction:** All new hires participate in a comprehensive induction program. In August, new educators participate in New Educator Training with goals of providing an understanding of district culture, creating a sense of belonging and identity within our culture, providing support for a successful year, and connecting new hires with district support staff. During the training, new educators meet their mentor and begin forming the relationship that will support their work together over the year.

  The district has full-time released teacher mentors who have a caseload of new teachers. The mentor works with the new educator and building administrator to deliver individualized mentoring that includes elements such as: observation and debrief, observation of master teachers, co-planning lessons, demonstration teaching, and analyzing student assessment data. Mentors participate in a comprehensive professional development program to build skills in working with adults and meeting the needs of teachers new to the profession and new to the district. At the building level each new teacher is assigned a buddy teacher for the school year and new teacher meetings are held regularly. These meetings provide information on Building Initiatives, online grade book use or other procedures unique to the building and educational profession.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

The district establishes academic goals, and identifies school, parent, and student strategies and accommodations to help the student meet his/her grade level goals.

Strategies to increase parental involvement at the school level include PTSA meetings, Honor Roll assemblies, AVID parent nights, Parent Conferences in the fall, Student-Led Conferences in the spring, and various other in-building involvement activities based on each building's support needs.

Student work and evidence of academic progress are reviewed at Student-Led Conferences in the spring. Academic goals are mutually developed in the fall by the classroom teacher and student**.** Progress is monitored to adjust instruction.

List strategies/activities to enhance home-school partnerships and improve student learning, with special emphasis on engaging the traditionally hardest-to-reach parents and families.

Parents are invited to a variety of meetings throughout the school year, including curriculum nights, parent conferences, and after school activities and events. Parents are notified by flyers, school newsletters, emails, and the use of the automated calling system. Parents are encouraged to help monitor their student's success by providing space and support for school work at home. Parents are able to access their student's assignments and course grades by using the district's on-line *Parent Access* system. This system also provides email links to each of the student's teachers for on-going communication between parent and teacher.

Inside Alki is a day designed for parents to visit the school during the day and attend their child's scheduled classes.

7. PRESCHOOL TRANSITION TO ELEMENTARY SCHOOL

Does not apply to middle schools.

8. TEACHER DECISION-MAKING ON USE OF ACADEMIC ASSESSMENTS

Briefly describe how teachers are included in the decision-making process and data analysis regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. Describe the process for providing additional timely and effective assistance to students, who are experiencing difficulties mastering the state standards.
Vancouver Public Schools provides teachers with opportunities to analyze data for decision-making using: QRI, MAP, MSP, SRI, WELPA, and EOCs. Additionally, teachers use a variety of common formative assessments (CFAs) aligned to Common Core State Standards and developed in PLCs that meet at least two times per month. All of these assessments are administered at varied times throughout each school year to monitor student progress and make determinations regarding student placement in programs specially designed to meet their academic needs. For students who are experiencing difficulty mastering state standards, systems have been put in place to help them make gains and close the achievement gap using an RtI model.

These systems start with Vancouver Public School's tiered intervention system. At each level (Advanced, Benchmark, Strategic, and Intensive) programs are implemented to best meet student's unique learning needs in math and literacy. These programs are aligned to state standards as well as being progressively aligned to each other (e.g. Expert 21, Read About, English 3D, Read 180, and System 44), so students can make easy transitions between levels as needed. At the classroom level, teachers utilize these programs using best practices and fidelity driven instruction. Staff has the support of colleagues, Administration, the Literacy Specialist, Data Facilitator, ELL Coordinator, AVID Coordinator and counselors to support students. Various programs such as AVID, ELL, literacy and math support classes, and MESA etc. provide additional assistance to students with mastering state standards.

Staff members are involved in providing input regarding the needs of students and in developing and monitoring the School Improvement Plan each year. Instructional programs are analyzed on a regular basis for effectiveness.

9. TIMELY ADDITIONAL ASSISTANCE FOR UNDERACHIEVING STUDENTS

Check any additional, specific methods and models that your school uses to provide for ongoing, continuous improvement for all students, with particular emphasis on underachieving students:

- ☒ Regular assessment and program monitoring
- ☒ Regular communication of progress
- ☐ Literacy Specialist support
- ☐ Additional periods of content area intervention
- ☒ SIOP strategies
- ☐ Kickstart summer session (in-coming 6th graders)
- ☒ Regular grade level/department data analysis and planning meetings
- ☒ Professional Learning Communities
- ☒ AVID strategies
- ☒ High Yield instructional strategies
- ☐ College Compass
- ☐ Other:

10.COORDINATION & INTEGRATION OF FEDERAL, STATE, & LOCAL SERVICES & PROGRAMS

Briefly describe how programs at your school coordinate and integrate with any federal, state, and local programs and agencies (Homeless, violence prevention programs, nutrition, housing, etc.)
Students participate in the basic education program offered by the Vancouver Public Schools' staff. All other state and federal programs are supplemental to the basic education program. The guidelines for each supplemental program are followed to ensure compliance. IDEA federal and state funds are coordinated with our basic education program to provide Special Ed and ELL intervention or supplemental support to students having difficulty meeting proficiency with grade level standards. The following programs are coordinated at the district level with our State Bilingual, Title III, McKinney-Vento Homeless, State Challenge Program, and IDEA. Some of these district funds directly impact our school through Summer transition program for incoming 6th graders for students performing below benchmark standards.

Complete and attach the literacy, mathematics, culture and climate, and technology 2014-2015 School Action Plans by **October 7, 2014**. These plans are located in separate word documents.

SCHOOL IMPROVEMENT PLAN

PRINCIPAL CERTIFICATION

2014-2015

My signature certifies this is a true and accurate description of my school's data, serves as an annual review of our SIP, certifies that a majority of staff has been provided the opportunity for input, and that written modifications have been included in my school's 2014-2015 SIP Narrative and Action Plans.

Signature: _____Date: _____

School: _____

Submit signed Principal Certification form to the Chief of Secondary Education no later than ***October 7, 2014***

Keep a copy of Principal Certification form in your school files.