

School Improvement Plan
Narrative Overview

Enumclaw Middle School

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2007-08**

Enumclaw Middle school met each of its established SIP goals for the 2007-08 school year. According to the AYP Progress Proficiency Detail our students' performance was:

7th Reading Target: 65.1% → 2008 Student WASL Adjusted AYP Performance: 73.7%
7th Math Target: 58.7% → 2008 Student WASL Adjusted AYP Performance: 58.8% (whew!)

Though our SIP goals were for 7th grade only, EMS met AYP in Reading and Math at both the 6th and 8th grades as well. According to the AYP Progress Proficiency Detail our students' performance was:

6th Reading Target: 65.1% → 2008 Student WASL Adjusted AYP Performance: 73.7%
6th Math Target: 58.7% → 2008 Student WASL Adjusted AYP Performance: 63.2%

8th Reading Target: 65.1% → 2008 Student WASL Adjusted AYP Performance: 77.9%
8th Math Target: 58.7% → 2008 Student WASL Adjusted AYP Performance: 60.5%

We also exceeded our SIP goal of 67% for 7th grade writing with student performance of 73.7%

**OVERVIEW OF SCHOOL IMPROVEMENT
2008-09**

Continuous Improvement Process and Stakeholder Participation

For 2008-09 we will continue to work through the instructional initiatives we began this last year, refining our work through peer collaboration in lesson design, instruction and assessment. Examining the work students produce on frequent formative assessments will be our primary method of informing our instructional improvement process.

This framework for the intentional use of teacher professional development time will be supported by administration but primarily facilitated through the content area teacher leaders. Daily time is built into the master schedule for content area teachers to implement this framework.

Instructional initiatives for the year are outlined in the document that follows. Specific district-wide professional development will continue from this year in Reading, Writing, Science and Math. Added to this will be Classroom Based Assessments in Social Studies, Health and Fitness and Fine Arts.

Review of Data to Establish Improvement

2007-2008 Unadjusted WASL Results from OSPI:

| Grade Level | Reading | State | Math | State | Writing | State | Science | State |
|-------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| 6th Grade | 81.2% | 68.6% | 53.2% | 48.9% | | | | |
| 7th Grade | 65.2% | 62.8% | 48.9% | 50.3% | 68.6% | 69.7% | | |
| 8th Grade | 69.6% | 65.9% | 50.6% | 51.5% | | | 61.4% | 47.9% |

6th grade scores are above the state average for both Reading (68.6%) and Math (48.9%) 7th graders also exceeded the state average for Reading (62.8%) and are close to the state averages for both Math (50.3%) and Writing (69.7%). In the 8th grade, students exceeded the state average in reading (65.9%) and were close in Math (51.5%). It is perhaps more instructive to look at the change in scores for a single group of students. For example the 8th grade students improved their scores over their 7th grade performance in Math (by 7.4%), but their reading scores decreased (by 4%). None of these shifts are particularly dramatic. By shifting our focus from teaching to learning, and more common formative assessments, intervention strategies (detailed below), we expect to see more dramatic improvement in the near future.

Characteristics of High Performing Schools

Our work at EMS reflects several of the characteristics of high performing schools. We have established a **clear and shared focus** through our professional learning communities (PLC's) which targets a shift from teaching to learning. The keys to this shift will be found in our effective embrace of four key questions around learning:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

This work can only be accomplished through **high levels of collaboration and communication** in our PLC's. We have built a base of **effective school leadership** at the teacher level which facilitates the work of these learning communities. We will employ **frequent monitoring of learning and teaching** of our **curriculum and instruction aligned with state standards** through the use formative assessments to inform our needs for **focused professional development** and student interventions to create a **supportive learning environment** for all students. We will push **high standards and expectations for all** our 8th grade students in mathematics this year by having all kids take Algebra with the opportunity to earn high school credit.

Recognition of Non-Academic Learning

Based on a Fall survey of students who graduated from EMS last spring 46% of 109 student respondents strongly agreed with the statement: "My school provided quality extracurricular activities (sports, clubs, band, etc.)" An additional 34% generally agreed with this statement. Although 80% of our former students feel that our extracurricular programs are quality, we need to canvas students to determine what other opportunities they would like to have available. Our goal is to decrease the number of students (10 of 107) who disagreed or strongly disagreed with this statement. We strive to have all students involved in at least one extracurricular activity. At our recent Fall Concert, there were 153 students directly involved in performances, either in band, orchestra or choir. That represents 28% of our school population involved with that single event.

Safe and Supportive Learning Environment

We endeavor to provide a safe and supportive learning environment at Enumclaw Middle school with clearly established guidelines for behavior as outlined in our student handbook. We value fair and firm enforcement of the school policies and set the standard for behavior in our adult interactions with kids. We understand that positive relationships with adolescents is key to this successful environment and we have a staff that understands and can relate to the middle school child while maintaining a healthy distinction as adults. This provides students the relationship and security necessary to take risks with their learning and the opportunities they have to explore different activities outside of their comfort zone.

We involve students in managing this environment through the utilization of a Peer Mediation core group. Students are trained each year to support their fellow students in low level conflicts utilizing conversation and conflict mediation skills. This alleviates the need for adult or administrative intervention in every aspect of student conflict. It also provides an avenue for student leadership in helping to create a safe and supportive environment.

Based on a Fall survey of students who graduated from EMS last spring 53% of the 107 students who responded generally agreed and 24% of the student strongly agreed with the statement “*My middle school provided a safe environment*”. The fact that there were a few students who either generally disagreed (5) or strongly disagreed (6) with this statement indicates that we still have some work to do. On the statement, “*My teachers cared about me as a person*”, 108 students responded with 44 students strongly agreeing, 34 students generally agreeing, 18 students were neutral, 6 students generally disagreed and 6 students strongly disagreed. A final statement on the survey indicated that 40 students strongly agreed, 37 generally agreed, 14 were neutral, 9 generally disagreed and 8 strongly disagreed that “*my overall middle school experience was positive*”. After three years in our school, these students have a pretty good perspective of who we are and what we are about. I’d say we are generally pleased with these results. Knowing that we won’t please everyone, we will still strive to have 0 students strongly disagree with any of the aforementioned survey statements.

Equity Issues

Regardless of our ethnicity statistics (86.9% White, 7.2% Hispanic, 3.0% Native American, 1.7 % Asian and 1.3% Black) our free and reduced lunch rate (24.2%) and Special Education numbers (10.6%) it is expected that our population will be better served by our shift from teaching to learning. The personalization initiated by our frequent common formative assessments and required remediation will help us better serve all students. Our focus towards individualizing discipline policies for at risk students, working closely with our district Native American Specialist will also ensure personalized services for all.

Technology

Teachers make extensive use of the two computer laboratories and we have LCD projectors and document cameras in every classroom. Staff has embedded this technology into their daily instruction. Our Science Department is in the second year of a curriculum adoption that has increased the use of specialized scientific equipment throughout the department.

Parent, Family and Community Involvement

We are embarking on starting parent focus groups this year that will give us information around key topics that are important to parents and vital to our improvement. We surveyed parent interest around a couple of topics at our Open House this year and had minimal response. We will now gather with our Parent Advisory Committee (PAC) and bring this issue to them. We will use them to help us identify topic areas that we will then advertise over the course of the year. Our plan is to have staff members facilitate this process and use the results to help inform our SIP for next year.

This is a shift for us from a more general parent involvement model. Our parent groups in the past have consisted of a very few, committed parents that acted as a sounding board for some of our program ideas. We believe the parent focus group model will not only specify their involvement in areas that they feel passionate about but it will also encourage more parents to participate.

Enumclaw School District

SCHOOL IMPROVEMENT PLAN

Learning Goals
2008-09

Building/Department: Enumclaw Middle School

Target Area: ALGEBRA – 7/8 MATH TEACHERS

IMPROVEMENT GOAL:

We will improve our math WASL performance and build a stronger algebra foundation for all 8th graders.

STRATEGY:

We will provide a high quality algebra program employing research-based best instructional practices and differentiation strategies to heterogeneously grouped 8th grade students.

| LEARNING TARGET What are the learning objectives of this activity? | IMPROVEMENT ACTIVITIES What programs or initiatives will occur? | TIMELINE When will this activity begin and end? | WHO IS RESPONSIBLE? Who will provide the leadership for this activity? | RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity? | PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity? | MONITORING PROGRESS What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning? |
|--|--|--|--|---|--|--|
| <i>Math teachers are able to effectively differentiate mathematics instruction</i> | <ul style="list-style-type: none"> ➤ Formative assessments to identify specific student needs ➤ Utilization of differentiation strategies from training and book study | <ul style="list-style-type: none"> ➤ Throughout the 2008-09 school year | <ul style="list-style-type: none"> ➤ Math Teachers | <ul style="list-style-type: none"> ➤ Assessment <i>for</i> Student Learning materials ➤ Differentiation handbook | <ul style="list-style-type: none"> ➤ Differentiation training (spring 08) ➤ In-House | <ul style="list-style-type: none"> ➤ Principal and Teachers will collect ongoing evidence of implementation and effectiveness of differentiation strategies |
| <i>Math teachers understand the power and importance of students' self-monitoring and goal setting related to their learning</i> | <ul style="list-style-type: none"> ➤ Staff use of Learning Goals/Targets and success criteria to assist students in monitoring their learning | <ul style="list-style-type: none"> ➤ Throughout the 2008-09 school year | <ul style="list-style-type: none"> ➤ Principal ➤ Teacher Leaders | <ul style="list-style-type: none"> ➤ Professional Development IN ACTION: Gathering and Analyzing Quality Evidence by Marilyn Simpson and | <ul style="list-style-type: none"> ➤ In-House | <ul style="list-style-type: none"> ➤ Through individual goal setting conferences and classroom observations, principal will gather evidence of |

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| | <ul style="list-style-type: none"> ➤ Staff use of reflective tools to assist students in identifying learning gaps and setting goals for improvement ➤ Staff assist students in identifying resources for remediation and our enrichment as necessary | | | Rick Stendera (2005) | | <p>successful implementation</p> <ul style="list-style-type: none"> ➤ Teacher leaders will collaborate with principal to monitor and adjust throughout the year |
| <i>Math teachers identify students of need and develop appropriate interventions for remediation and/or acceleration</i> | <ul style="list-style-type: none"> ➤ Staff use formative assessment data to identify necessary interventions ➤ Staff collaborate between content-area and cross-content teams to identify and implement interventions | <ul style="list-style-type: none"> ➤ Throughout the 2008-09 school year | <ul style="list-style-type: none"> ➤ Administration/ teachers | <ul style="list-style-type: none"> ➤ PLC resources ➤ Pyramid of Intervention strategies | <ul style="list-style-type: none"> ➤ In-House | <ul style="list-style-type: none"> ➤ Principal and Teacher Leaders will monitor and gather evidence of implementation and success of intervention strategies |

PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

WASL performance of 8th grade students will meet or exceed the State Uniform Bar for AYP. District end of the Year Common Course Algebra I-II assessment will show gains in comparison to baseline performance data collected last spring.

Enumclaw School District

SCHOOL IMPROVEMENT PLAN

Learning Goals
2008-09

Building/Department: Enumclaw Middle School

Target Area: READING – 7/8 LANGUAGE ARTS

IMPROVEMENT GOAL:

We will increase our WASL Reading scores to exceed State Uniform Bar for AYP at each grade level.

STRATEGY:

We will utilize best practices research and OSPI resources to implement the Middle School Reading Framework

| LEARNING TARGET What are the learning objectives of this activity? | IMPROVEMENT ACTIVITIES What programs or initiatives will occur? | TIMELINE When will this activity begin and end? | WHO IS RESPONSIBLE? Who will provide the leadership for this activity? | RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity? | PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity? | MONITORING PROGRESS What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning? |
|--|---|---|--|--|--|---|
| <i>Language Arts teachers understand the power and importance of reading instruction and assessment tied to GLE's.</i> | <ul style="list-style-type: none"> ➤ Implementation of reading modules at each grade level ➤ Work in collaborative teams to plan instruction, review the Framework assessment results and determine interventions | <ul style="list-style-type: none"> ➤ 1 grade level reading module each trimester | <ul style="list-style-type: none"> ➤ Language Arts Teachers | <ul style="list-style-type: none"> ➤ District Reading Modules ➤ District middle school reading framework | <ul style="list-style-type: none"> ➤ District Reading modules training ➤ Reading Framework team leaders to help implement effective use of modules | <ul style="list-style-type: none"> ➤ Modules have a formative process embedded in them ➤ Principal will monitor and gather evidence of effective implementation |

PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

WASL performance of all 6-8th grade students will meet or exceed the State Uniform Bar for AYP.

