

Thunder Mountain Middle School

School Improvement Plan

2016-17

District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all students in these and other achievements

Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

IMPROVEMENT GOALS What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiatives or activities will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	EVIDENCE OF EFFECTIVENESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?	PROFESSIONAL DEVELOPMENT AND SUPPORT How will staff acquire the necessary skills and attitudes to implement this activity? What are the existing and/or new resources that will be used to accomplish this activity?
Improve Student Achievement in Literacy, Numeracy and High School Graduation					
Literacy: <ul style="list-style-type: none"> • All students in 6th thru 8th grade will be 5% above state average on the Smarter Balanced ELA assessment. 	<ul style="list-style-type: none"> • Students who are identified as needing support in reading will be scheduled into Read 180. • STAR testing will be used to gather baseline data on reading concepts for all students. This data will be used to differentiate instruction. Progress monitoring will also allow for adjustments to curriculum maps and pacing guides. 	<ul style="list-style-type: none"> • September 2016 thru June 2017. 	<ul style="list-style-type: none"> • Building Principal • English Teachers • English Teachers 	<ul style="list-style-type: none"> • Progress monitoring data from Read 180 classes. • Results from STAR assessments. 	<ul style="list-style-type: none"> • Continued training for Read 180 teachers. • Time for teachers to review and discuss data. • Continued PD for the STAR program.

<p>Numeracy</p> <ul style="list-style-type: none"> All students in 6th thru 8th grade will be 5% above state standard on the Smarter Balanced Math assessment 	<ul style="list-style-type: none"> SBAC testing data will be used to guide and differentiate instruction. Thunder Mountain teachers will commit to explicitly teaching cross cutting vocabulary words in all class. They will also teach content specific vocabulary using research-based practices. Teachers will continue to incorporate both summary and compare and contrast writing in all classes. These skills will be assessed, reviewed, and used in content level PLCs to develop interventions for those students who struggle with these skills. Students will receive ongoing non-fiction reading and writing instruction and practice in Science and History classes. This instruction will include Speaking and Listening tasks. Teachers will use the IXL program to identify students who have basic skills deficiencies (measured by a deficit of 1 or more years of math skills and concepts). Teachers will then develop interventions for those students who have demonstrated skill deficits. STAR testing will be used to 	<ul style="list-style-type: none"> September 2016 thru June 2017. 	<ul style="list-style-type: none"> English Teachers Librarian All Teachers All Teachers History and Science Teachers TMMS Common Core team Math Teachers 	<ul style="list-style-type: none"> Results from both formative and summative assessments. Results from vocabulary sections of summative assessments in all content areas. Writing samples from all content area classes. Results from formative assessments given in academic classes on these writing skills. Benchmark data taken from interim assessments for speaking and listening. Data from IXL assessments. 	<ul style="list-style-type: none"> PLC time dedicated to reviewing data and making course adjustments based on test results. Time dedicated to teaching vocabulary instruction during August In-Service days. Time in PLCs to discuss progress of vocabulary implementation. <ul style="list-style-type: none"> Release time for one English teacher to attend professional development at the Puget Sound ESD. <ul style="list-style-type: none"> Time dedicated to review results of common writing tasks in PLCs. PLC time to adjust implementation plan based on results of common assessment data. Release time for one teacher to attend PSESD ELA Fellows consortium. Continued support for the IXL program.
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	<p>gather baseline data on mathematical concepts for all students. This data will be used to differentiate instruction. Progress monitoring will also allow for adjustments to curriculum maps and pacing guides.</p> <ul style="list-style-type: none"> • Use formative and summative assessments to progress monitor students in all math classes. Teachers will adjust pacing, pre/re-teach difficult to understand concepts, and develop in class interventions as needed. When needed, out of class interventions will be developed as well. • Math teachers will explicitly teach both cross cutting and content specific vocabulary words. Teachers will work to make connections through vocabulary instruction between math and other subject areas. • Thunder Mountain teachers will develop tasks that provide students with opportunities to build math related skills in their classes. 		<ul style="list-style-type: none"> • Math Teachers • Math Teachers • Building Principal • Math Teachers • All T.M.M.S. Teachers 	<ul style="list-style-type: none"> • Results from STAR assessments. • Chapter/Unit assessment data. • Data gathered from interventions. • Results from vocabulary sections of summative assessments in all content areas. • Writing samples from all content area classes. • Assessment data from tests that contain math concepts. 	<ul style="list-style-type: none"> • Continued PD for the STAR program. • Time in PLCs to review assessment and intervention data. <ul style="list-style-type: none"> • Release time for one Math teacher to attend professional development at the PSESD. • Time dedicated to teaching vocabulary instruction during August In-Service days. <ul style="list-style-type: none"> • Time in PLCs to discuss progress of vocabulary implementation. • PLC time dedicated to developing assessments that incorporate math concepts.
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Reduce the Learning Gap for All Students in These and Other Achievements

<ul style="list-style-type: none"> Professional Learning Communities Strategic Use of Focus Time Read 180 for ELL Students 	<ul style="list-style-type: none"> Thunder Mountain teachers will be introduced to the MTSS/RTI process in order to answer question 3 of the 4 essential questions of the PLC. Curriculum teams will research and develop a menu of tier two interventions that can be implemented when students demonstrate the need for academic intervention. An audit will be conducted of Thunder Mountain’s focus period to determine the efficacy of this intervention. ELL students will receive additional reading support through the Read 180 and System 44 reading program. The goal will be to reduce the number of Tier Two and Tier Three students by 10% 	<ul style="list-style-type: none"> September 2016 thru June 2017. September 2016 thru June 2017. September 2016 thru June 2017. 	<ul style="list-style-type: none"> Building Principal All teachers Building Principal All Teachers ELL Teacher 	<ul style="list-style-type: none"> Tiered student lists and the accommodations implemented for all tier two and three students. Matrix of research based interventions by subject area. Results from the audit conducted in the first trimester. Progress monitoring data from Read 180 classes. Progress monitoring attendance data. 	<ul style="list-style-type: none"> Staff meetings and building level professional develop time. PLC time dedicated to discussing and developing interventions as well as assessing the outcomes of interventions implemented for specific students. Time for observations conducted during focus period. Leadership meetings to discuss potential changes to the focus period. . Training for ELL teacher in the Read 180 Program. Staff meeting time dedicated to discussing attendance.
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<ul style="list-style-type: none"> ● Regular School Attendance ● Safe School Ambassadors 	<ul style="list-style-type: none"> ● TMMS teachers will identify student opinion leaders. Safe Schools training for students and staff in August. Goal is to train peers to influence peers for creating a safe learning environment. Counselor will send student survey helping to pinpoint areas of need. 	<ul style="list-style-type: none"> ● August 2016 thru June 2018. ● September 2016 thru June 2017 	<ul style="list-style-type: none"> ● Associate Administrator ● Building Principal ● Associate Administrator ● Building Teachers ● School Counselor 	<ul style="list-style-type: none"> ● Teacher facilitator groups with student ambassadors. ● Student Survey provided by school counselor. ● Monitoring discipline data around harassment, intimidation and bullying. 	<ul style="list-style-type: none"> ● Continued Safe Schools training for students and staff. ● Continued support from district. ● Teacher facilitator created meeting times.
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