

**SCHOOL IMPROVEMENT PLAN  
COLUMBIA JUNIOR HIGH SCHOOL  
IMPLEMENTATION SCHOOL YEAR 2012-2013**

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**Jeff Nelson-Principal  
Mark Robinson-Dean of Students  
Brooks Clergy-Counselor**

**2901 54<sup>th</sup> Avenue East  
Tacoma, WA 98424  
253.517.1600  
253.517.1605 (fax)**

COLUMBIA JUNIOR HIGH SCHOOL  
A World Class Learning Center  
Fife, Washington

VISION

Columbia Junior High School is a school in which students are engaged in quality work invented by teachers, designed to maximize students' fullest academic, emotional, physical, and social potential.

BELIEFS

In order to realize this vision, we believe

- Teachers are collaborative leaders of instruction and inventors of engaging work that meets the needs of all students and all learning styles.
- All students have the opportunity to learn more when given authentic, engaging work, adequate time, proper tools, and assistance.
- Columbia Junior High School will be safe, clean, and orderly to allow for a productive learning environment.
- Students and staff will consistently treat each other with respect.

PARTICIPANTS

The development of the 2012-13 School Improvement Plan includes input from staff, parents, and community members along with data collected through student input.

Signature	Date	Role
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Submitted for School Board approval on \_\_\_\_\_

## CELEBRATION OF SUCCESSES

For the Columbia Junior High School  
School Improvement Plan 2011-2012

### Specific Goal One: Increase scores on the 8<sup>th</sup> grade MSP

#### Results

- Scores: Reading MSP 51.8%. Science MSP 56.8% (up 23% over prior taking of science MSP-same students). Math MSP 42.3%
- Based upon previous year's goals, and focus on greatest needs of struggling students; Hispanic students' scores up .5% in math MSP over previous year's MSP-same students
- Increased the percentage of Hispanic students at level three in math by 1.7%-same students
- Increased the percentage of African-American students making standard in reading by 16.4%-same students
- Increased the percentage of African-American students at levels three and four by 8.2%, each level-same students, in reading
- Increased by 33% the number of Native Hawaiian/Pacific Island students making standard on math MSP-same students
- EOC Scores: Year one math: 8<sup>th</sup> grade=92.6% met standard, 9<sup>th</sup> grade=81.3% met standard (including prior year). Year two math: 9<sup>th</sup> grade=98.7% met standard
- Math Tools Students improved by an average of 12.8 points on the Math MSP. 32/42 students either maintained or improved MSP scores in Math. 6 students made standard that had not made standard on Math MSP the previous two years.
- Successfully implemented CBAs in SS, PE/Health, and the Arts
- Utilized Standard Bearer Classroom Standards as Department and Personal goal setting opportunities
- Provided staff opportunities to prepare to meet state/national standards
- Utilized Department Chairs in leading department WOW Academies to create exemplar lessons which focus on areas of deficit
- Shared information with staff regarding the results of MSP
- Created and Implemented Student Learning Plan Interventions for all 8<sup>th</sup> and 9<sup>th</sup> grade students who did not meet standard in one or more areas of the WASL
- Utilized Google Docs as an additional means of collaboration and communication
- Utilized District WOW Academies in a variety of academic areas to create lessons/units/projects.

### Specific Goal 2: Continue to improve school climate, student behavior and performance

#### Results

- Implemented Red Ribbon Drug/Alcohol Awareness Program
- Implemented Safe and Civil School Common area lesson plans. These lesson plans teach our students how to safely move around CJH and the behavior expectations for Common areas
- Increased use of the Student Management Center as an alternative to suspensions
- Continued quarterly Student Recognition, expanded character traits, to include teacher choice of trait. Increased the number of students recognized as SOQ students by 11% over previous year.
- Increased the 'Cougar Ambassador' program, peer assistance group-utilized counseling intern and Substance Abuse Counselor. Survey results from students receiving services reporting change in offenses:
  - 15.4% drop in truancy
  - 7.7% drop in 'getting in trouble at school'
  - 3.1% drop in being suspended
  - 7.7% drop in physical altercations

- Additional survey results demonstrate increased understanding of increased risk, following services, in the following areas:
  - Smoking, 16% increased understanding of risk
  - Trying marijuana once, 40% understanding of risk
  - Smoking marijuana regularly, 24% understanding of risk
  - One/two drinks of alcohol nearly every day, 28% understanding of risk
  - Having 5 or more drinks at one time, 32% understanding of risk
- Continued to work with Columbia Booster Club to include more parents in all aspects of CJH

Specific Goal Three: Further Implement 'Next Steps' in our Standard Bearer work  
Each department identify 3 or 4 HTT/DTL concepts to address via WOW Academies, including a focus on student input as a pre-design, design, and post-design elements. Additional emphasis on ELL and Low Income students. Specific focus on Reading.

- All departments had representation in WOW Academies
- Math department met weekly to design lessons and analyze data
- All departments developed work to address HTT/DTL concepts
- Invited students to participate in retreat work!

Specific Goal Four: Improve the Advisory Period-More Student Led Conference Participation

- Over 80% of students/parents attended Student Led Conferences
- Survey results from parents, students, and staff were overwhelmingly positive

### **DATA COLLECTION For the 2012-2013 School Improvement Plan**

Surveys were conducted by our staff, Learning Improvement Team (LIT), students, and parents. The following are the components survey results:

- 2012 MSP results
- 2012 EOC results
- Low Income, Math Student Data
- ELL Testing Results
- CJH Advisory Survey results
- Safe and Civil Schools Survey Results
- Parent input and feedback
- Site Based Council/Learning Improvement Team input and feedback
- Federal Mandates
- State Requirements

Needs identified through achievement data, graduation requirements, federal mandates:

- Continue to work with our students to improve their levels of performance on the State Assessment Exams
- Continue to work with all students to raise achievement levels in math, writing, science, and reading
- Additional resources for staff to assist ELL Students
- Emphasis on academic vocabulary in content areas

Needs identified through Schools Surveys

- Behavior and expectations in hallways and Commons areas
- Consistency in application of school rules and guidelines, increased focus on Bullying, Intimidation, and Harassment (BIH) procedures

- Strengthen student bond to school
- New student needs
- Continue focus on engaging work for students

Needs identified from Learning Improvement Team, Parent, Student Input

- Additional opportunities for parental involvement
- Need to deepen our Standard Bearer Work
- Improve the span of advisory work and Student Led Conferences
- BIH

**Evaluation of Impact on Student Achievement for the 2012-2013 School Improvement Plan**

**Adequate Progress for the 2012-2013 School Improvement Plan  
will be achieved when the three stated goals have been met.**

Determining improvement and progress will be framed utilizing OSPI’s “Nine Characteristics of Highly Effective Schools” and the Schlechty Center’s “Schoolhouse Standards”.

<i>Nine Characteristics of Highly Effective Schools</i>	<i>Schlechty Center’s School Standards</i>
1. A clear and shared focus	Standard 1: Patterns of Engagement
2. High standards and expectations for all students	Standard 2: Student Achievement
3. Effective school leadership	Standard 3: Content and Substance
4. High levels of collaboration and communication	Standard 4: Organization of Knowledge
5. Curriculum, instruction and assessments aligned with state standards	Standard 5: Product focus
6. Frequent monitoring of learning and teaching	Standard 6: Clear and Compelling Product Standards
7. Focused professional development	Standard 7: A Safe Environment
8. A supportive learning environment	Standard 8: Affirmation
9. High levels of family and community involvement	Standard 9: Affiliation
	Standard 10: Novelty and Variety
	Standard 11: Choice
	Standard 12: Authenticity

Throughout the school district there is a clear focus on students and on the quality of the work provided to students - work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community. Our goals reflect this clear and shared focus.

## 2012-2013 GOALS AND ACTION PLAN

### Technology Philosophy and Practice

In all of our goals and action plans at CJH, our staff and students will implement robust, seamless, and appropriate use of technology across the curriculum, and throughout the school.

Specific Goal One: Improve MSP/EOC Scores
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<b>Task</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/ Resources</b>	<b>Monitoring Date</b>	<b>Evidence of Success/Implementation</b>
Increase /building focused WOW-Design Coaches	Department chairs, Leanna Aker, Ed Scheidt, Jeff Nelson, Elaine Smith	Yearlong	Title II funds	District dates	Additional lessons, units, projects
Identify HTT/DTL concepts in content areas	Elaine Smith, Jeff Nelson, Department chairs	Yearlong	Department Chair Stipend	Throughout year	Test scores, decreased frequency of concept challenge
Utilize all available time, including staff meetings, to design	Leanna Aker, Ed Scheidt, Jeff Nelson	Yearlong	None	Throughout year	Test score improvement
Emphasis on cross-curricular concept focus	Leanna Aker, Ed Scheidt, Jeff Nelson, Department Chairs	Yearlong	None	Throughout year	Test score improvement
Grade incentive for State Assessment performance	Jeff Nelson	Yearlong	None	Prior to MSP	Student affirmation and improved scores
Utilize Department Chairs in leading department WOW Academies to create exemplar lessons which focus on areas of deficit	Jeff Nelson Department Chairs Elaine Smith	Yearlong	Department Chair Stipend WOW Coordinator	Throughout year	Additional lessons/units/projects, in addition to specific content area plans to address MSP concepts
Continue OSPI CBAs in PE/Health, SS, and the Arts	Sue Waters, Joe Storholt, Melissa Brownell	Yearlong	None	Throughout year	Rubrics provided, student/staff feedback
Increase ELL Support @ CJH 2 periods a day	Chuck Curtice, Suzanne Shade, Jeff Nelson	Yearlong	None	Throughout year	Feedback from Mr. Curtice, Mrs. Shade, Mr. Nelson, parents/community members
Increase collaboration between General Education teachers and ELL support staff	Chuck Curtice, Suzanne Shade, Jeff Nelson	Yearlong	None	Throughout year	Feedback from Mr. Curtice, Mrs. Shade, Mr. Nelson, department chairs, parents/community members

Math Push-in Model for ELL students, vocabulary acquisition	Chuck Curtice, Kirk Dodge	Yearlong	None	Throughout year	Student MSP scores
Design Specific Math Tools Class To Assist Struggling Learners	Jeff Nelson, Kirk Dodge, Karen Slavens	Yearlong	None	Throughout year	MSP Scores, AYP results, constant monitoring of learning
Create a "Level II" math class.	Kirk Dodge, Jeff Nelson	Yearlong	None	Throughout years	MSP Scores, AYP results, constant monitoring of learning

**Goal Assessment (Impact on Student Achievement)**

- All MSP scores meet 2013 targets per AMO (See chart on next page)
- Implement CBAs in relevant departments ( SS, Arts, PE/Health)

Subgroup Name	Subject	Baseline Year	Baseline CE Total Tested Not Tested	Baseline CE Number Met	Baseline CE Percent Met	Target 2013
All	math	2010-2011	250	112	44.800	54.0
All	reading	2010-2011	250	175	70.000	75.0
Hispanic	math	2010-2011	47	14	29.787	41.5
Hispanic	reading	2010-2011	47	25	53.191	61.0
White	math	2010-2011	142	71	50.000	58.3
White	reading	2010-2011	142	110	77.465	81.2
Low Income	math	2010-2011	100	35	35.000	45.8
Low Income	reading	2010-2011	100	60	60.000	66.7
Two or More Races	math	2010-2011	27	14	51.852	59.9
Two or More Races	reading	2010-2011	27	19	70.370	75.3

Specific Goal 2: Continue to improve school climate, student behavior and performance

Task	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Retain Drug/Alcohol services at CJH	Brooks Clergy, Jeff Nelson	Throughout year	Building Budget split with District office Budget	Throughout year	Decreased student need of services
Enhance Rachel's Challenge lessons into advisory	Brooks Clergy	Throughout year	None	Throughout year	Decreased BIH incidents
Expand Red Ribbon Drug/Alcohol Awareness Program	Brooks Clergy	Throughout year	Grants, Building budget	Throughout year	Survey improvement in student relationships
Implement Safe and Civil School Common area lesson plans	Brooks Clergy Melissa Brownell	Throughout year	None	Throughout year	Staff/student Survey
Continue to refine use of the Student Management Center as an alternative to suspensions	Mark Robinson	Throughout year	None	Throughout year	Staff Survey
Increase quarterly Student Recognition numbers of students	Jeff Nelson	Throughout year	None	Throughout year	Staff Survey, parents/community members involvement
Increase the 'Cougar Ambassador' program, peer assistance group. Include student interpreters for non- English speaking students	Brooks Clergy	Throughout year	None	Throughout year	Student/Staff survey
Continue to work with Columbia Booster Club to include more parents	Jeff Nelson	Throughout year	None	Throughout year	Parents/community members involvement
Continue the 'All Cougar Kick Off Day' orientation for 8 <sup>th</sup> and 9 <sup>th</sup> grade students and parents. Include teachers and other staff in this day.	Mark Robinson Julie Waldman	August 29, 2012	Building budget		Big turnout! Parent/staff survey, high levels of family and community involvement
Utilize Advisory as bonding opportunity and focus for CJH students and staff	Brooks Clergy, Mark Robinson	Throughout year	None	Throughout year	Student/staff survey



Increase parent participation in Student Led Conferences	Brooks Clergy, Mark Robinson	Throughout year	None	Throughout year	Student/staff survey, parents/community members involvement
Focus on Two Grades, One School theme. Focus on CJH students' accomplishments	Jeff Nelson, CJH Staff	Throughout year	None	Throughout year	Staff/student feedback

**Goal Assessment (Impact on Student Achievement)**

Via surveys of parents, students, and staff, an increase of at least 5% in satisfaction regarding student activities, building climate and safety will be realized by all stakeholders.

Specific Goal Three: Design new ways to increase building level WOW work.

<b>Task</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/Resources</b>	<b>Monitoring Date</b>	<b>Indicators of Success</b>
Develop and implement a new 'WOW Design Coach' concept for CJH	Jeff Nelson, Elaine Smith, Leanna Aker, Ed Scheidt	Yearlong	Title II	Throughout year	Documented increase in building level WOW work
Lesson plans for meetings/retreat will be developed to create focused professional development for sharing and discussion of HTT/DTL concepts	Ed Scheidt Leanna Aker	Throughout year	Department Chair Stipend	Throughout year	Survey data and product
Departments and individual teachers will set goals relative to the HTT/DTL Concepts	Leanna Aker Ed Scheidt	Throughout year	Department Chair Stipend	Throughout year	Survey data and product
Ongoing, in-building design and redesign work.	Department Chairs	Throughout year	Department Chair Stipend WOW Coordinator	Throughout year	Survey data and product

**Goal Assessment (Impact on Student Achievement)**

Establish baseline results for in-building design work. Increase in student MSP performance. Wider distribution of building leadership and responsibility for student performance.

**T H E   C O U G A R   C O D E**

**AT COLUMBIA JUNIOR HIGH SCHOOL**

**Everyone will be  
welcome, respected, and safe.**

**Everyone will be treated fairly  
and with consistency.**

**We believe in high expectations for  
behavior and academics.**

**Each staff member will dress and  
conduct him/herself as a professional  
educator.**

**Each student will dress and conduct  
her/himself as a young adult learner.**

**We are Columbia's caretakers and it is our  
responsibility to pass it along to the next  
generation of students and staff. We will take  
excellent care of our school.**

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