

**SCHOOL IMPROVEMENT PLAN
COLUMBIA JUNIOR HIGH SCHOOL
IMPLEMENTATION SCHOOL YEAR 2013-2014**



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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 2013-14 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 2012-2013

Specific Goal One: Increase scores on the 8th grade MSP

Results

- Scores: Reading MSP 65.6% up 13.8%) Science MSP 58.7%, up 1.9%, Math MSP 42.3%
- Hispanic students: reading level 4 up 2.6%-same students, 5.3% students moved from level 1 to 2- same students in math
- Low income students: reading up 2.4%-same students. Level 4 up 8% in reading-same students. Math up 1.4% same students. Moved 3.8% of students in math from level 1 to level 2.
- 2 or more races students: reading up 8.5%, level 4 up 17.2%. Math level 4 up 10.2%
- White students: reading up 14.5%, level 4 up 16%, level 1 down 7.8%, level 2 down 6.8%, all same students.
- EOC Scores: Year one math: 8th grade=88% met standard, 9th grade=72.5% met standard (including prior year). Year two math: 9th grade=96.9% met standard
- 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 and EOC
- Created and Implemented Student Learning Plan Interventions for all 8th students who did not meet standard in one or more areas of the MSP
- 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.
- 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 85% of students/parents attended Student Led Conferences
- Survey results from parents, students, and staff were overwhelmingly positive

DATA COLLECTION For the 2013-2014 School Improvement Plan

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

- 2013 MSP results
- 2013 EOC results
- Low Income, Hispanic, Multiple-Race, White, Student Data
- ELL Testing 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 from Learning Improvement Team, Parent, Student Input

- Additional opportunities for parental involvement
- Improve the span of advisory work and Student Led Conferences
- Consistency in application of school rules and guidelines, increased focus on Bullying, Intimidation, and Harassment (BIH) procedures
- Strengthen student bond to school, without Advisory
- New student needs

Evaluation of Impact on Student Achievement for the 2013-2014 School Improvement Plan

**Adequate Progress for the 2013-2014 School Improvement Plan
will be achieved when the three stated goals have been met.**

Determining improvement and progress will be framed utilizing the new teacher and principal evaluation criteria:

Teacher Criteria:

1. Centering instruction on high expectations for student achievement.
2. Demonstrating effective teaching practices.
3. Recognizing individual student learning needs and developing strategies to address those needs.
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment.
6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating and collaborating with parents and the school community
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Principal Criteria:

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. Demonstrating commitment to closing the achievement gap.
3. Providing for school safety.
4. Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.
6. Monitoring, assisting, and evaluating effective instruction and assessment practices.
7. Managing both staff and fiscal resources to support student achievement and legal responsibilities.
8. Partnering with the school community to promote student learning.

Additional framing concepts for growth and improvement will utilize 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

2013-2014 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. All of the goals at CJH will relate to the Fife School District goal of 100% of students graduating on time.

Specific Goal One: Improve student achievement on test scores
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1. Improve student achievement on test scores.

a. 8th grade. Meet AMO percentile goals for 2014.

i. All AMO Goal

1. **Math-58.6%**
2. **Reading-77.5%**

ii. Hispanic

1. **Math-47.3%**
2. **Reading-64.9%**

iii. White

1. **Math-62.5%**
2. **Reading-83.1%**

iv. Low Income

1. **Math-51.3%**
2. **Reading-70 %**

v. Two/More Races

1. **Math-63.9%**
2. **Reading-77.8%**

b. 9th grade goal

- i. 80% make standard on EOC 1 (with pp)

Task	On Point	Start/End	Budget/ Resources	Monitoring Date	Evidence of Success/Implementation
Data analysis	Department chairs, Leanna Aker, Ed Scheidt, Jeff Nelson,	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

Late Start Mondays- Use hour late starts to create curriculum map for all content areas. Align curriculum to Common Core Standards	Leanna Aker, Ed Scheidt, Jeff Nelson	Yearlong	None	Throughout year	Test score improvement
Learning Targets in All Classroom	Whole teaching staff	Yearlong	None	Throughout year	100% compliance
CJH Essential Professional Vocabulary	Jeff Nelson, Mark Robinson	Yearlong	None	Throughout year	100% understanding and use by teachers
Grade incentive for State Assessment performance	Jeff Nelson	Yearlong	None	Prior to MSP	Student affirmation and improved scores
Create department assessments to monitor ongoing student progress and growth	Department Chairs	Yearlong	None	Throughout year	Collect assessments either by hand or electronically
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
Better utilize ELL Support @ CJH 2 periods a day	Chuck Curtice, Elaine Smith, Jeff Nelson	Yearlong	None	Throughout year	Feedback from Mr. Curtice, Mrs. Smith, Mr. Nelson, parents/community members
Increase collaboration between General Education teachers and ELL support staff	Chuck Curtice, Elaine Smith, Jeff Nelson	Yearlong	None	Throughout year	Feedback from Mr. Curtice, Mrs. Smith, Mr. Nelson, department chairs, parents/community members
Adopt a district wide GLAD strategy: Complete Sentences	Jeff Nelson	Yearlong	None	Throughout year	Student MSP scores
Redesign Specific Math Tools Class To Assist Struggling Learners	Jeff Nelson, Kirk Dodge, DJ Heltsley	Yearlong	None	Throughout year	MSP Scores, AYP results, constant monitoring of learning
CTE Math Focus Conference for Math Tools Students	Kirk Dodge, DJ Heltsley, Brooks Clergy	October 10, 2013	Building		Student/teacher feedback

Goal Assessment (Impact on Student Achievement)

- All MSP scores meet 2014 targets per AMO (See chart above)
- Implement CBAs in relevant departments (SS, Arts, PE/Health)

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

Task	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
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.	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 th and 9 th 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
Focus on Two Grades, One School theme. Focus on CJH students' accomplishments	Jeff Nelson, CJH Staff	Throughout year	None	Throughout year	Staff/student feedback
Cougar IMPACT program	Brooks Clergy, Jeff Nelson, Mark Robinson, Staff	Throughout year	Building budget	Throughout year	Student bracelets everywhere!

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: Professional Development and Growth

Task	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Implement the new TPEP system	Jeff Nelson	Throughout year	Building,	All year	Staff understanding, goals, implementation of system
Staff/evaluator self-assessment and goal setting conferences	Jeff Nelson, Mark Robinson	October	None	October	Goals and conferences achieved
TPEP observations and evidence gathering	Jeff Nelson, Mark Robinson, Ben Ramirez	Throughout year	Building,	All year	Ample evidence from all teachers
CJH Professional Growth Tool-Understanding the Criterion	Jeff Nelson	Throughout year	Building,	All year	Staff understanding of all criterion
EVAL implementation	Jeff Nelson	Throughout year	Building,	All year	100% utilization among teachers and administrators
Criterion 6 Training	Jeff Nelson, Mark Robinson	Throughout year	Building,	All year	Staff understanding of all aspects of criterion 6
Common Core Alignment	Jeff Nelson, Mark Robinson, Department Chairs	Throughout year	Building,	All year	Curriculum map for all departments by year end

Goal Assessment (Impact on Student Achievement)

All of these areas of professional growth will results in better performance by students on assessments.

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.**

updated 10-10-13