

**SCHOOL IMPROVEMENT PLAN
SURPRISE LAKE MIDDLE SCHOOL
IMPLEMENTATION SCHOOL YEAR 2010-2011**



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VISION

Surprise Lake Middle School: is a place where students are successfully transitioned from the elementary setting to the secondary school environment while developing their 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 will learn more when given authentic engaging work, adequate time, proper tools, and assistance.
- Students will be provided resources that will allow for grade level achievement in reading comprehension and fluency, writing and mathematics.
- Surprise Lake Middle School will be safe, clean, and orderly to allow for a productive learning environment.
- Students and staff will consistently treat each other with respect.



S how respect

A rrive promptly and prepared

B e proud of diversity

E ngaged effort

R ules apply to me

S chool pride

SABER CREED

I am a successful
and responsible student

CELEBRATION OF SUCCESSES
For the Surprise Lake Middle School
School Improvement Plan 2010-2011

- **MSP increases for the year;**
 - 7th grade Mathematics 51.6% (+ 5.6%)
 - 7th grade Reading 66.8% (+.4%)
 - 7th grade Writing 72.1% (+2.4% over the state average)
- **Used fluency testing and related data to place student in appropriate interventions**
 - Made connections with the elementary schools and implemented fluency testing to mirror reading assessments previously given.
 - Continuation of a Reading Tools class (Read Naturally and Rewards)
 - Continuation of a remedial Mathematics course
- **School wide use of the Portal as a communication and collaboration tool for both academic and discipline purposes**
- **Successfully implemented Student Learning Plans for all students who did not meet standard on the WASL. These plans also addressed the needs of the Highly Capable students**
- **Began developing and implementing CBM's/CMA's in all curriculum areas**
- **Over 80% of our teachers developed websites in order to communicate more effectively with parents**
- **Science instructors successfully implemented new curriculum**
 - 6th and 7th grade Science Fair
 - Met with elementary teachers in the winter and spring to coordinate lesson design and curriculum
- **Staff participated in the District WOW Academies to develop lessons on difficult to teach concepts**
- **Implemented building-wide writing prompts**
 - Those prompts were graded by the Core team (and administration) with a common rubric
- **Core teachers developed reading assessments and intervention**
 - Implemented Walk to Read model for 7th grade core teams
 - Established Tier I, II instructional models
 - Two school-wide writing prompts given and assessed by core teams with a common rubric
- **7th Grade Social Studies Department held Washington State Project Night**
 - Implemented our Character Education Program at both the 6th and 7th grade levels in the Social Studies areas
- **Student prevention team (SADD) for peer education for alcohol awareness program**
- **Implemented Safe and Civil School common area lesson plans**
 - School wide bullying and harassment awareness day/lesson
- **Introduced Student Recognition for Random Acts of Respect (ROAR)**
- **Utilized the 'Saber Ambassador' program to transition new students to SLMS**
 - Continue successful 5th grade transition program
- **Established a Parent Advisory Committee separate from our PIE.**
 - Those parents met monthly, provided specific feedback on academic issues and participated in building walk-throughs
- **Language Line to communicate with non-English speaking parents/use of interpreters at Arena Conferencing**
- **Continue Parent Education Series using "Strengthening Families" curriculum**
- **Continued counselor lead groups around social/emotional issues**
 - Implementation of positive choice behavior videos/packets for students serving In School Suspension

DATA COLLECTION
For the 2010-2011 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Learning Improvement Team (LIT). The following are the components of this assessment:

- **MSP results and related academic data**
 - Reading Assessments/Fluency scores
 - Classroom Based Measurements: common tests given to students with agreed upon outcomes of what students should know and be able to do
 - Student academic achievement levels per grading period/failure rates/grade point averages
- **Schools Survey Results (Staff, Students and Parents)**
 - That includes a survey of students who moved on to CJH
- **Student data on attendance and discipline trends**
- **Learning Improvement Team input and feedback**
- **Parent Advisory Council / PIE Feedback**

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

- **Continue to work with our students to improve their levels of performance on the MSP**
- **Continue to work with all students to raise achievement levels in the classroom**
- **Establish Response to Intervention (RTI) systems at SLMS**
- **Classroom strategies for ELL Students, Special Needs Students and low income students to ensure greater academic success**

Needs identified through Climate Surveys

- **Examine how to identify and reward all the good things that occur with our students on a daily bases**
- **Better monitor behavior/expectations in hallways and common areas**
- **Consistency in application of school rules and guidelines**
- **Continue high expectations for engaging academics**
- **Create more activities for which students may participate in**
- **Strengthen school spirit and pride**

Needs identified through Learning Improvement Team/Building Administration

- **The need to establish the Learning Improvement Team (Teacher Leaders) as drivers for academic change**
- **Need to deepen our Standard Bearer Work (classroom standards, use of protocols, collaboration on difficult to teach concepts)**
- **Classroom strategies for ELL Students, Special Needs Students and low income students to ensure greater academic success**
- **The need for standardized instruction practices tied to state standards**
- **The need to move to a more standardized building wide make-up policy**

**Evaluation of Impact on Student Achievement for the
2010-2011 School Improvement Plan**

Adequate Progress for the 2010-2011 School Improvement Plan will be achieved when the three stated goals have been met.

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 focus.

2010-2011 GOALS AND ACTION PLAN

Specific School Goal #1: Increase student achievement.

- Staff will clearly identify tough to teach concepts in each respective curriculum area and design and assess work to increase student learning.
- We will examine the established MSP baseline for SLMS. There will be a specific focus on improving those scores for all students with a specific focus on ELL, Special Needs and low income students.
- Every child will be assessed and given appropriate interventions for reading/mathematics deficiencies. All students will meet grade level benchmarks before exiting SLMS.
- Struggling students will be identified through our RTI model and be provide at least one appropriate intervention.
- A more focused effort on the part of staff to disseminate Classroom Based Assessment data which will allow for more pointed discussions on results and appropriate interventions or instructional strategies that what may be needed.

	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
1. Increasing Academic Achievement					
Assessment of our teachers as leaders in the classroom and designers of engaging work. <ul style="list-style-type: none"> • Departments will identify their tough to teach/learn concepts and we will submit proposals WOW Academies in an effort to reduce or eliminate those identified areas. Appropriate focus will be given to ELL, Special Education and students of poverty • Incorporating ways to examine engagement levels (student voice) • Brainstorming instructional practices / utilizing Design Qualities that best fit the middle level learner. • LIT will work with students to develop a profile of how students learn best, what resources they have available, current interests. 	LIT	9/10-6/11	Staff Meetings Standard Bearer Release Days WOW Academies	There will be some assessment for level understanding and/or participation at the end of every training	100% participation by our teachers at multiple levels of our Standard Bearer work that includes but is not limited to, Wow Academies, building based activities geared to increasing student achievement, and outside training to reach the same goal.

<p>On-going work with all departments through alignment (maintaining that alignment) with GLE's and PE's. This includes ongoing work with CBM's/CBA's.</p> <ul style="list-style-type: none"> • Focus on disseminating data of ELL students from our CBM's/CBA's to ensure progress is being tracked and appropriate interventions/instructional strategies are being applied. • Student work will be examined for alignment to GLE's and PE's • CMB's will be given at incremental times of the school year • Difficult to teach/tough to learn concepts will be identified to ensure that curriculum is aligned with GLE's and PE's • Longitudinal assessment data will be maintained to ensure students are learning • These CBM's will be assessed when completed. The assessment will be documented and results provided to administration and presented to LIT/staff as requested. These assessments will be clearly documented in the curriculum maps. 	LIT	9/10-6/11	<p>Staff Meetings</p> <p>Standard Bearer Release Days</p> <p>QSD</p> <p>Staff Development Funds</p>	Monthly check in during LIT meetings	<p>Student work mirrors state GLE's / PE's.</p> <p>Begin amassing longitudinal data that will demonstrate increased student achievement levels, including sub groups.</p>
<p>Increasing our Mathematics state assessment scores to meet benchmarks of NCLB</p> <ul style="list-style-type: none"> • Entire Math Department has attended the Math "Getting it Project" in conjunction with outlying districts. Two members have been identified as Teacher Leaders. They will work closely with the principal to evaluate the effectiveness/impact of the instructional strategies on increasing student achievement. • Math Department Head attended the summer OSPI Conference for standard setting for the 7th grade MSP test. Brought this information back to building to share. • Mathematics/Technology Department have completed the DTL concept videos and will 	<p>Shayla Millen and the Mathematics Department</p> <p>John McCrossin</p>	9/10-6/11	<p>WOW Academy Proposals</p> <p>Standard Bearer Days</p> <p>QSD</p> <p>Math Grant Dollars</p>	<p>The Department will meet bi-monthly throughout the school year.</p> <p>Monthly check in during Site Council Meetings</p>	<p>Student work mirrors state GLE's/PE's and CBM Scores Improve</p> <p>MSP Score Goals for this year are:</p> <p>6th Grade</p> <ul style="list-style-type: none"> • 50% of all 6th graders taking Math II will score in a level 4 (up from 15% in 2009) • Have less than 20% of our students score in level 1 (from 40% in 2009)

<p>need to assess the impact they have on increasing student understanding of those said concepts.</p> <ul style="list-style-type: none"> • Math department will continue to work with elementary grade level leaders to identify skill base needed for incoming middle school students. • Will continue to establish clear standards for the filters used to place students in Math Tools as well as exiting them. • We need to examine best practices for working with ELL students in Mathematics • Mandatory meetings will occur 2/month • Math Department will create CBA questions to review after each assessment that specifically addresses the ELL population and type summaries per chapter. • Design more rigorous chapter tests that better reflect the rigor that is expected on the state examines. • Department created a standards checklist to hold both the students and teacher accountable for teaching the new PEs • Will use the bi-monthly meetings to review the PEs and create supplemental materials as well as discuss CBA work. • Observe each other at least once this year for reflection and lesson design sharing. 					<ul style="list-style-type: none"> • Overall 6th grade MSP scores in math will improve from 29.8% to 55% this year. <p>7th Grade</p> <ul style="list-style-type: none"> • Increase the number of 7th graders scoring in level 4 from 5% to 20% • Reduce the number of students who scored in level 1 from 31.7% to 15% or less. • Overall 7th grade MSP scores in math will improve from 37.1% to 55% this year.
<p>Continue to implement best practices for reading/comprehension, writing instruction, and vocabulary development in content areas</p> <ul style="list-style-type: none"> • ELL instructor Chuck Curtice will present strategies and related information to staff every month at our long staff meeting. • ELL instructor Chuck Curtice will be available to consult with staff on Tuesday and Thursday from 10:00 – 1:00 providing ELL instructional strategies across the curriculum • Focus on Tier I, II and III instruction with 	<p>John McCrossin Chuck Curtice Core Teams LIT</p>	<p>9/10-6/11</p>	<p>Monthly Staff Meetings Standard Bearer Days</p>	<p>Check for understanding after each staff meeting</p>	<p>Observing teachers using such practices in their classroom.</p> <p>Improve MSP scores for our ELL students as follows:</p> <p>6th Grade:</p> <ul style="list-style-type: none"> • Reading: From 13.5% meeting standard to 30% or more • Math: From 21.2% meeting standard to

<p>our Core teams</p> <ul style="list-style-type: none"> Staff development for hands on learning providing concrete strategies to assist students in content (non-fiction) reading 					<p>40%</p> <p>7th Grade:</p> <ul style="list-style-type: none"> Reading: From 44.1% meeting standard to 63% (our overall school score) Writing: From 52.9% to 74% (our overall school score) Math: From 17.6% to the goal of 55% for our school)
<p>Implementation of RTI (Response to Intervention)</p> <ul style="list-style-type: none"> Establish protocols for identifying struggling students Identify intervention alternatives within curricular and behavioral areas Initiate appropriate interventions Use resources outside of the school 	<p>Tina Cook John McCrossin Mark Robinson Kadee Tuttle</p> <p>General Staff as Needed</p> <p>Parents of students identified</p>	<p>9/10-6/11</p>	<p>Prep Period Meetings</p> <p>Staff Meeting time</p> <p>Standard Bearer Days</p>	<p>Check of understanding after each training</p>	<p>We will develop a filtering system for identifying struggling and implement a variety of interventions that will make a successful impact on their academic and social progress</p>
<p>Increase our reading MSP scores in for both 6th and 7th graders</p> <ul style="list-style-type: none"> Teachers will assess fluency rates three times a year. Students will monitor their own fluency progress throughout the year (3 times a week) Focus on comprehension skills Focus on vocabulary development Focus on spelling and decoding skills Department meetings to discuss fluency rates and other data Core teams will work with other content areas to assist in reading/comprehension strategies for non-fiction text 	<p>John McCrossin</p> <p>Core Teams</p> <p>Steve Tiegs</p>	<p>9/10-6/11</p>	<p>Staff Meeting time</p> <p>Standard Bearer Days</p>	<p>Examine data from ORF scores to guide instruction</p>	<p>Teachers informed on interpreting and applying test results.</p> <p>6th Grade:</p> <ul style="list-style-type: none"> Reading: From 13.5% meeting standard to 30% or more Reduce the number of students in level 1 reading from 38.5% to under 20% <p>7th Grade:</p> <ul style="list-style-type: none"> Reading: From 44.1% meeting standard to 63% (our overall school score)

					<ul style="list-style-type: none"> Reduce the number of students in level 1 reading from 29.4% to under 10% <p>Fluency rates will increase from a mean of 134 WPM last year to 165 WPM</p> <p>Establish longitudinal data on reading comprehension that will assist instruction for 2011-12</p>
<p>We will work as a staff to ensure that all IEP's are completed on time.</p> <ul style="list-style-type: none"> MDT team meet as necessary to ensure paperwork is complete Regular Ed staff is involved in this process Ensure all state and federal guidelines are met 	<p>Mark Robinson</p> <p>MDT</p> <p>Nancy Fitta</p>	9/10-6/11	Staff Meeting times	Monthly	100% funding secured
<p>Examining the implement a building wide make-up policy.</p> <ul style="list-style-type: none"> Such a policy would create more consistency and make it easier for parents and students to understand and follow The policy would reflect the differences between 6th and 7th graders 	<p>LIT</p> <p>Put together a committee who want to examine this.</p>	9/09-6/10	<p>Department meetings</p> <p>Staff Meeting time</p>	Every grading period (6 times a year)	<p>100% participation</p> <p>Decrease in the volume of failing students.</p>
<p>Examine the benefits of looping in Core classes</p> <ul style="list-style-type: none"> Moved Mr. Stockman moves to the 7th grade team this year and looped his students. We will examine his student data to determine the advantages of looping 	<p>John McCrossin</p> <p>David Stockman</p> <p>Core Team</p>				

Specific School Goal #2: Establish and maintain a positive building climate

- Increase data collection on building climate by 5%. Survey students, parents, and staff members.
- Reduce the number of suspensions by 10%
- Reduce the number of school handbook violations by 10%

2. Creating Positive Building Climate	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
<p>Implement consistent discipline practices and monitor results for effectiveness.</p> <ul style="list-style-type: none"> • Connect needs of building to Character Education instruction • Utilize the C4 Design process to develop means for addressing the needs /concerns of repeat offenders. • Modify reporting of student discipline to improve clarity and feedback. • Portal used for minor infractions for teacher monitoring. • Standard discipline form submitted to administration. 	<p>Mark Robinson Climate Committee Social Studies Department</p>	<p>9/10-6/11</p>	<p>Building Budget for meeting resources ASB resources as applicable Building and district staff resources</p>	<p>Monthly</p>	<p>Staff member feedback Discipline referrals decrease</p>
<p>Develop further means for affirming positive student behaviors.</p> <ul style="list-style-type: none"> • Continue ROAR Log and Rewards Room. • Create and maintain a means to communicate student voices on the climate and work of SLMS. • Develop and implement further means for rewarding positive student citizenship. • Validate/recognize teachers for providing engaging work for students. • Develop and implement means for measuring student engagement levels at SLMS. This could include but not be limited to portal surveys, formal/informal assessments in class, and surveying of specific sub-groups of students. 	<p>Mark Robinson Katie Krieger Climate Committee</p>	<p>9/10-6/11</p>	<p>ASB Funds PIE Funds</p>	<p>Monthly</p>	<p>Creation of an evaluation tool that is easily interpreted. Decrease in portal entries Decrease Schoolmaster entries</p>

<p>Continue to compile and analyze data regarding staff member, student, and parent surveys pertaining to building climate to determine areas of strength/weakness, and produce action plan as needed.</p> <ul style="list-style-type: none"> • Data to be examined /analyzed once administered. • Data to be maintained historically for annual growth analysis 	<p>Mark Robinson Rachael McCormick Climate Committee John McCrossin</p>	<p>9/10-6/11</p>	<p>Staff survey data Online student survey data</p>	<p>Monthly</p>	<p>Improved survey results</p>
<p>Continue current programs and provide further opportunities for students to enjoy learning/growth opportunities.</p> <ul style="list-style-type: none"> • Student recognition, assemblies, and other activities. • Lunchtime activities for students • Start new clubs to include, Book Club, Writers Club, Science Club and Technology Club 	<p>Katie Krieger John McCrossin Mark Robinson</p>	<p>9/10-6/11</p>	<p>ASB Budget PIE Contributions</p>	<p>Monthly</p>	<p>Decrease in lunchtime misbehaviors</p>
<p>Continue communication and promotion of the positive events at SLMS.</p> <ul style="list-style-type: none"> • Update website regularly • Every department reports out on innovative events in the Saber Scroll • Send events calendar out directly to parents • Use call out options for important events • Use of Trans Act documents for ELL student families 	<p>John McCrossin Mark Robinson Katie Krieger LIT</p>	<p>9/10-6/11</p>	<p>None</p>	<p>Weekly/monthly</p>	<p>Improved survey results</p>
<p>Continue programs through the counseling department to assist students and their families</p> <ul style="list-style-type: none"> • Counselor -led groups (social/emotional) • Strengthening Families Curriculum • Teen prevention team (SADD) • Interpreter services for ELL families 	<p>Tina Cook Counseling Interns</p>	<p>9/10-6/11</p>	<p>Grants</p>	<p>Annual</p>	<p>Improved survey results</p>
<p>Introduce Watch Dog Dad program into SLMS</p>	<p>John McCrossin Mark Robinson</p>	<p>9/10-6/11</p>	<p>No Cost</p>	<p>Annual</p>	<p>Survey students, staff and fathers involved in the program</p>

Specific School Goal #3: Using technology to increase student learning

- 100% of our staff will have Google websites by the end of the year
- 100% of our staff will participate in one or more technology trainings being offered at the building level

3. Use Technology to Increase Student Learning	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
<p>Continue to use the web as the SLMS community and collaboration standard</p> <ul style="list-style-type: none"> • Staff websites • Establish technology buddies within the building so that staff who are less skilled can get help/suggestions • Curriculum maps to be posted • Maintain building level document libraries 	John Garrett & Tech Team	9/10-6/11	<p>Training time after school and/or on non-district directed days</p> <p>Time at retreat</p>	Monthly	<p>Each staff member strongly considers developing a Google webpage</p> <p>Department heads maintain a calendar of what their department is teaching throughout the year</p> <p>Established a Google Doc's library of shared files for staff to use eliminating the need for the staff drive for such purposes.</p>
<p>Provide technology training to staff on technology integration</p> <ul style="list-style-type: none"> • Provide building based training for Google • Establish Tech Tuesdays with a calendar of topics to be shared with staff • Survey students to create a cadre of ideas of how Technology might be used to enhance learning • Examine barriers to technology integration: Share OSPI document on integration of tech into various subject area GLE's 	John Garrett Tech Team	9/10-6/11	Clock hours for training after school,	Monthly	<p>Establish a calendar of topics to be presented at Tech Tuesdays</p> <p>Increased use of computer lab and technology on projects</p>
<p>Work with Mathematics team to expand PowerPoint concepts to other departments.</p> <ul style="list-style-type: none"> • Identifying different ways to teach difficult to learn concepts using low level visual technology • Explore potential websites which can assist our students in their learning and/or communication 	John Garrett LIT	9/10-6/11	Building Budget	Annual	These concepts will be indentified

