

Surprise Lake Middle School School Improvement Plan 2012-2013



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Fife Public Schools – A National Standard Bearer School District

Fife School District Beliefs

We believe that in Fife School District we have the finest collection of educators in the state and that the administration and support staff around them are second to none.

We believe that we have a very difficult task before us to ensure that all students meet the high standards that are set forth. We also firmly believe that if any district can accomplish this important task, none is better prepared for success than ours.

We believe that teachers are designers and leaders and that we should not work on the teachers or the students, instead we should work on improving the work that we design for students to complete. This should be done both individually and, whenever possible, collaboratively around our lesson design.

We believe that there is very real power in collaboration. While we cannot collaborate around every problem and lesson, we are better as a whole when we take advantage of our collective talent. The talent and experience is abundant in this district and we have the common language and trust in place to make it happen.

We believe that as a district our focus is precisely where it should be and that is on the student work. If we are truly focusing on aligning what we teach and creating more engaging lessons, the test scores will take care of themselves and will be but one important indicator of our success with every student.

We believe that it is nothing more than common sense that if we are reflective in our teaching and embed more design qualities in our lessons, then more students will become engaged and therefore more learning will take place

We have grown to deeply believe that effort affects learning outcomes at least as much as does intellectual ability and that it is our utmost responsibility to engage ***all*** of our students in the work. This is the most difficult task in our business, but also the most important.

We believe that we have created the environment to take our district to unprecedented heights. We have a common purpose, gifted staff, a common language, time created for collaboration, teacher driven staff development, more student performance data than we have ever had before, focused and aligned building plans, and steadfast school board and community support. The sky is truly the limit.

Surprise Lake Middle School Vision and Commitment

Surprise Lake Middle School will provide students a learning experience that is second to none through dedication, collaboration, and knowledge of our students as customers. We fully commit to our students, community, and to each other.

Our Saber Creed

S how respect
A rrive promptly and prepared
B e proud of diversity
E ngaged effort
R ules apply to me
S chool pride

WE ARE SABERS!

Previous Successes
2012-2013 School Year
Surprise Lake Middle School

- MSP increases for the year
 - **7th grade Math 45.2% (+1.6%)**
 - **7th grade Reading 66.5% (+12.5%)**
 - **Met 2012-2013 Annual Measurable Objectives for Special Education**
- 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**
 - **Continuation of a Math Tools class**

- Successfully implemented Student Learning Plans for all students who did not meet standard on the MSP. These plans also addressed the needs of the Highly Capable students
- Continued developing and implementing CBM's/CMA's in all curriculum areas
- Over 85% 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**
- Staff participated in the District WOW Academies to develop lessons on difficult to learn and tough 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
 - **Use of DIBELS testing**
 - **Established Tier I, II instructional models**
- 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 Core areas**
- Student prevention team (SADD) for peer education for alcohol awareness program
- Continued Student Recognition for Random Acts of Respect (ROAR)
- Utilized the 'Saber Ambassador' program to transition new students to SLMS
 - **Implementation of Honors Core and Science Programs**
- Language Line to communicate with non-English speaking parents/use of interpreters at Arena Conferencing
- Continued Parent Education Series using "Strengthening Families" curriculum
- Continued counselor lead groups around social/emotional issues

DATA COLLECTION

For the 2012-2013 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Site-Based Council (committee of teacher leaders). The following are the components of this assessment:

MSP results and related academic data

- Reading Assessments/Fluency scores
- Baseline score development based off of departmental assessments
- Student data on attendance and discipline trends
- Site-Based Council 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 Student Intervention Specialist systems at SLMS
- Develop lesson design strategies for ELL, low income, and special needs students
- Maintain cross-curricular instruction with special emphasis on math skills

Needs identified through ASB and Student Council

- Maintain “I am, you are, we are, Sabers” motto
- 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 Site-Based Council and Building Administration

- The need to establish the Site-Based Council (SBC) as a leadership group geared toward school-wide reform efforts
- Deepen our Standard Bearer Work
- Develop rigorous, intentional, and frequent professional development in instructional practice and technology
- The need for standardized instruction practices tied to state standards

Publication and Analysis of the 2012-2013 School Improvement Plan for Surprise Lake Middle School

Our dedication to students and the community will be evident in every setting at Surprise Lake Middle School. This dedication will be displayed through our diligence in achieving school goals in deepening our understanding of the Standard Bearer reformation system, increasing academic achievement, ensuring a school atmosphere that is conducive to high-level student learning and creating a professional climate that engages all staff members. These stated goals bear no chronological order nor do they represent a level of importance that is less than equal.

2012-2013 GOALS AND ACTION PLAN

School Goal #1: Deepen the school-wide understanding of our Standard Bearer philosophies.

Goal Framework A-F

- A.** Faculty will develop a thorough academic, socio-economic, and personal understanding of their students as customers. This will be achieved by using assessment data (formative and summative), surveys, and student voice.
- B.** The following Standard Bearer philosophies will be thoroughly communicated and assessed: Lesson design models with an assessment of design qualities employed and appropriate tools utilized (i.e. C4D, Walls That Teach, WOW Academies), student voice capture including intervention implementation.
- C.** Standard Bearer philosophies will be reinforced through thoughtfully planned deliberate professional development and staff communication. “Ready and Waiting” professional development system will provide opportunities for all facets of instructional training through extensive system readiness.
- D.** Faculty understanding and instructional proficiencies regarding the aforementioned will be frequently assessed during faculty instructional meetings, classroom observations, accountability within our Site-Based Council and Staff Blog posts regarding use of SB philosophies in daily classroom activities.
- E.** Accountability within our Site-Based Council will consist of examples of student work and dialogue regarding lessons given within each departmental area.
- F.** Staff communication will exist through a web-based tool termed At the Lake. This tool will serve as a vehicle to promote high-level instructional practice, staff collaboration and systemic school management.

Goal	On Point	Start/End	Vehicles/ Resources	Monitoring Date	Success Indicators/Assessment
1. Increase instructional effectiveness via an increasing understanding of our Standard Bearer values.					
A. The following Standard Bearer philosophies will be thoroughly communicated and assessed: Lesson	Snider Mittelstaedt Site-Based Council (SBC)	9/12-6/13	Faculty/Council Meetings Staff Blog Standard Bearer	Ongoing monitoring via weekly staff collaboration, classroom observations, and staff dialogue.	Observation of engaged students in classrooms, and improved assessment data.

design models with an assessment of design qualities employed and appropriate tools utilized (i.e. C4D, Walls That Teach), student voice capture including intervention implementation.			Release Days WOW Academies		
B. The following Standard Bearer philosophies will be thoroughly communicated and assessed: Lesson design models with an assessment of design qualities employed and appropriate tools utilized (i.e. C4D, Walls That Teach), student voice capture including intervention implementation.	SBC Snider Mittelstaedt Holm	9/12-6/13	Staff Meetings Standard Bearer Release Days WOW Academies QSD Staff Development Funds	Ongoing monitoring via weekly staff collaboration, classroom observations, and staff dialogue.	Observation of engaged students in classrooms, and improved assessment data.
C. Standard Bearer philosophies will be reinforced through thoughtfully planned deliberate professional development and staff communication. “Ready and Waiting” pro development system will provide	Snider Mittelstaedt	9/12-6/13	Monthly or Bi-Monthly SBC meetings and Faculty meetings At the Lake weekly communication	Monthly and Bi-Monthly Staff Meetings	Observation of engaged students in classrooms, and improved assessment data. Faculty and SBC feedback

opportunities for all facets of instructional training through extensive system readiness.					
D. Faculty understanding and instructional proficiencies regarding the aforementioned will be frequently assessed during faculty instructional meetings, classroom observations, accountability within our Site-Based Council and Staff Blog posts regarding use of SB philosophies in daily classroom activities.	Snider Mittelstaedt	9/12-6/13	Monthly or Bi-Monthly SBC meetings and Faculty meetings At the Lake weekly communication Standard Bearer Days	Ongoing monitoring via weekly staff collaboration, classroom observations, and staff dialogue. Monthly and Bi-Monthly Staff Meetings	Observation of engaged students in classrooms, and improved assessment data. Faculty and SBC feedback
E. Accountability within our Site-Based Council will consist of examples of student work and dialogue regarding lessons given within each departmental area.	SBC Snider Mittelstaedt	9/12-6/13	SBC Meetings	Monthly or Bi-Weekly SBC meetings	Faculty and SBC feedback
F. Staff communication will exist through a web-based tool termed At the	SBC Snider	9/12-6/13	Google Applications	Daily	Faculty and SBC feedback

<p>Lake. This tool will serve as a vehicle to promote high-level instructional practice, staff collaboration and systemic school management.</p>					
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School Goal #2: Increase academic achievement for all students.

Goal Framework A-I

- A.** Utilize departmental and school-wide assessment data to evaluate student skill-sets in math, reading, and writing. Make curricular and instructional adjustments to ensure academic achievement and increase level 1 and level 2 scores within all student populations.
- B.** Laser focus on populations that are struggling academically. Focus will consist of cross-curricular lesson design, indentified HTT/DTL concepts, Hispanic academic tutoring and WOW academy participation.
- C.** Development of cross-curricular teams that will institute content integration and school-wide interventions, through lesson development.
- D.** Continue curriculum alignment through the MCM12 and development of curricular libraries to be stored on *At the Lake*.
- E.** Continue use of cross-curricular and common assessments in all departments based off mini-lesson design. Assessments will be graded and data analysis will be utilized to modify instruction.
- F.** Restructure curriculum in Tools classes to increase student engagement and institute academic intervention in math and reading. Utilize GLAD strategies to facilitate this process.

G. Develop student academic intervention strategy through the counseling center and our Student Intervention Specialist. Develop and maintain tutoring model.

H. Continue quarterly DIBELS testing and analyze data to modify reading instruction.

I. Increase faculty tech instructional proficiencies through frequent and deliberate technological instruction. Faculty tech proficiency will be assessed through individualized tech instruction, surveys and teacher website analysis.

2. Increase academic achievement for all students regardless of gender, ethnicity, or socio-economic status.	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
<p>A. Utilize departmental and school-wide assessment data to evaluate student skill-sets in math, reading, and writing. Make curricular and instructional adjustments to ensure academic achievement and increase level 1 and level 2 scores within all student populations.</p>	<p>Krieger Snider Mittelstaedt</p>	<p>9/12-6/13</p>	<p>None</p>	<p>Monthly</p>	<p>Department assessment collaboration</p>
<p>B. Laser focus on populations that are struggling academically. Focus will consist of cross-curricular lesson design, indentified HTT/DTL concepts, Hispanic academic tutoring and WOW academy participation.</p>	<p>Snider Mittelstaedt Krieger S. Tiegs Millen Mitchell Lafond</p>	<p>9/12-6/13</p>	<p>Building Budget</p>	<p>Monthly</p>	<p>Assessment data (ed performance, department common assessments)</p>
<p>C. Development of cross-curricular teams that will institute content integration and school-wide interventions, through lesson development.</p>	<p>Snider Mittelstaedt Holm SBC</p>	<p>9/12-6/13</p>	<p>No fiscal resources Google Apps</p>	<p>Monthly</p>	<p>Assessment of lessons created through classroom observation Increased proficiencies in assessment data</p>
<p>D. Continue curriculum alignment and development of curricular libraries in the MCM12 to be stored on <i>At the Lake</i>.</p>	<p>Snider Mittelstaedt SBC</p>	<p>9/12-6/13</p>	<p>Google Apps</p>	<p>Monthly</p>	<p>Curriculum evaluation through ATL Assessment of lessons created through classroom observation</p>

E. Continue use of cross-curricular and common assessments in all departments based off mini-lesson design. Assessments will be graded and data analysis will be utilized to modify instruction.	Snider Mittelstaedt SBC	9/12-6/13	None	Monthly	SBC Meetings Staff dialogue on ATL
F. Restructure curriculum in Tools classes to increase student engagement and institute academic intervention in math and reading. Utilize GLAD strategies to facilitate this process.	Snider S. Tiegs Satterlee	9/12-6/13	LAP Funding Title I Funding	Bi-monthly	Assessment of lessons created through classroom observation
G. Develop student academic intervention strategies through the counseling center and Student Intervention Specialist. Develop and maintain “strategic tutoring” model.	Snider Mittelstaedt Cook Krieger	9/12-6/13	Building Funding	Weekly	Track student academic and discipline data Track student attendance at tutoring sessions.
H. Continue quarterly DIBELS testing and analyze data to modify reading instruction.	Snider Holm Core Team	9/12, 1/13,5/13	District DIBELS Funding	Quarterly	Analysis of assessment data with SBC and other faculty
I. Increase faculty tech instructional proficiencies through frequent and deliberate technological instruction. Faculty tech proficiency will be assessed through individualized tech instruction, survey and teacher website analysis.	Snider Garrett	9/12-6/13	Google Apps	Monthly	Analysis of faculty websites and tech-based lessons (quality and quantity)

School Goal #3: Creating and maintaining positive student climate.

Goal Framework A-F

A. Guide our ASB leadership in providing student climate direction and promoting our vision of “I am, you are, we are Sabers” school motto. Consulting with various ethnic groups through our ASB council helps us determine health of school ethnic culture and will allow us to find potential issues to solve.

B. Create and maintain anti-bullying and harassment environment through cross-curricular team lesson design, Saber Challenge, and our Character Education curriculum.

C. Continue programs through counseling center to assist students and their families through counselor-led groups, Strengthening Families workshops, SADD, and interpreter services for families.

D. Reaffirm positive student behaviors through Saber Creed Rewards program.

E. Continue our after school club structure.

F. Continue our Teen Scene Program

3. Creating and maintaining positive student climate.	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
A. Guide our ASB leadership in providing student climate direction and promoting our vision of “I am, you are, we are Sabers” school motto.	Snider Mittelstaedt Krieger ASB Council	9/12-6/13	ASB resources as needed ASB Meeting Time	Weekly	Faculty feedback ASB Student Feedback Discipline referrals decrease
B. Create and maintain anti-bullying and	Snider	9/12-6/13	ASB Funds	Weekly and on any	Faculty feedback

harassment environment through cross-curricular team lesson design, Saber Challenge, anti-bullying program, and our Character Education curriculum.	Mittelstaedt Krieger ASB Council		District Funds	given day	ASB Student Feedback Discipline referrals decrease
C. Continue programs through counseling center to assist students and their families through counselor-led groups, Strengthening Families workshops, SADD, and interpreter services for families.	Mittelstaedt Cook	9/12-6/13	Building Budget	Monthly	Community Feedback Staff Feedback
D. Reaffirm positive student behaviors through rewards program.	Mittelstaedt	9/12-6/13	PIE Contributions	Monthly	Decrease negative student behaviors
E. Continue our after school club structure.	Snider Mittelstaedt	9/12-6/13	District extra-curricular funds	Weekly/monthly	Improved survey results
F. Continue our Teen Scene Program	Tina Cook Counseling Interns Mittelstaedt	9/12-6/13	Grants	Annual	Student and Parent Feedback Teacher Feedback

School Goal #4: Create and maintain a professional atmosphere that is engaging to all staff members, spurs creativity, and is infused with highly collaborative practice.

Goal Framework A-D

A. Create high levels of faculty engagement through interactive purposeful professional development that compels teachers to become designers of engaging lessons, masters of curriculum development/alignment and leaders of instruction. Professional development models will have concentrations in teaching with technology and instructional effectiveness.

B. Create and maintain staff relations that are consistent, professional and personally healthy.

C. Develop culture of relevant and deserving staff recognition through faculty meetings and electronic communication.

D. Create and maintain a culture of safe collaboration where faculty members openly contribute without fear of professional or personal scrutiny regardless of input quality.

4. Create and maintain a professional atmosphere that is engaging to all staff members, spurs creativity, and is infused with highly collaborative practice.	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
A. Create high levels of faculty engagement through interactive purposeful professional development that compels teachers to become designers of engaging lessons, masters of curriculum development/alignment and leaders of instruction. Professional development models will have concentrations in teaching with technology and instructional effectiveness.	Snider Mittelstaedt Garrett Holm	9/12-6/13	Building Budget P.I.E resources where applicable	Daily	Faculty feedback Lower number of staff days missed Classroom observations Student Feedback Parent/Community Feedback
B. Create and maintain staff relations that are consistent, professional and personally healthy.	Snider Mittelstaedt	9/12-6/13	Building budget	Monthly	Staff survey data

			PIE Funds		Daily interactions with staff
C. Develop culture of relevant and deserving staff recognition through faculty meetings and electronic communication.	Snider Mittelstaedt	9/12-6/13	None	Monthly	Staff survey data Daily interactions with staff Staff Blog monitoring
D. Create and maintain a culture of safe collaboration where faculty members openly contribute without fear of professional or personal scrutiny regardless of input quality.	Snider Mittelstaedt	9/12-6/13	None	Daily	Staff survey data Daily interactions