

Surprise Lake Middle School School Improvement Plan 2015-2016



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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.

Previous Successes 2013-2014 School Year Surprise Lake Middle School

- **Increased student growth in 6th grade Reading**
- **Increased student growth in 6th grade Math**
- **Increased student growth 7th grade Math**
- **Increased student growth in 7th grade Reading**
- **Increased student growth in all academic areas for our students with disabilities population**
- **Increased student growth in all academic areas for our students of low income status**
- **Increased student growth in all academic areas for our ELL students**

- Reduced school discipline by 14% over the past year and 90% over the past four years
- Used Easy CBM and other related data to place all students in the most appropriate academic program
- Continuation of a Reading Tools class
- Continuation of a Math Tools class
- Science instructors successfully participated in the FSD Science/Technology Showcase
- Staff participated in the District and Building WOW Academies to develop lessons
- Continued School-wide Assessment System in Reading, Writing & Math via Easy CBM, Moby Max, and Imagine Learning
- Core teachers developed reading assessments and intervention
- 7th Grade Social Studies Department held Washington State Project Night
- Student prevention team (SADD) for peer education for alcohol awareness program

- Use of Language Line to communicate with non-English speaking parents/use of interpreters at Arena Conferencing
- Continued counselor lead groups around social/emotional issues

DATA COLLECTION

For the 2015-2016 School Improvement Plan

SBA and related academic data

- School-Wide Assessment System data points in ELA and math via Easy CBM, SBAC, Imagine Learning, and Moby Max
- Student data on attendance and discipline trends
- Building Leadership 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 SBAC
- Continue to work with all students to raise achievement levels in the classroom
- Develop academic initiatives through teacher leadership systems at SLMS
- Develop lesson design and assessment strategies for ELL, low income, and special needs students
- Maintain cross-curricular instruction with special emphasis on math, reading and writing skills
- Restructure math classes to improve differentiation
- Restructure math teaching assignments

Needs identified through ASB and Student Council

- Consistency in application of school rules and guidelines
- Continue high expectations for engaging academics
- Create more activities and clubs for which students may participate
- Strengthen school spirit and pride
- Serve the community through increasing community resources
- Development of new leadership class

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 work in Common Core and the CEL 5D instructional framework
- Develop rigorous, intentional, and frequent professional development in instructional practice and technology

- The need for standardized instruction practices tied to state standards and common core
- Continue to develop understanding for the Smarter Balanced Assessment Consortium
- The need for a school-wide system to train responsibility and independence

Publication and Analysis of the 2014-2015 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 increasing academic achievement, ensuring a school atmosphere that is conducive to high-level student learning, engaging all staff members in our school reform efforts and partnering with our community to fully service our students. These stated goals bear no chronological order nor do they represent a level of importance that is less than equal.

2015-2016 GOALS AND ACTION PLAN

School Goal #1: Increase academic achievement for all students regardless of gender, ethnicity and/or socioeconomic status. Student growth will be qualified and quantified statistically through classroom observation , departmental data and our School-Wide Assessment System.

DSG = District Strategic Goal

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 growth for all students. This process will be monitored and lead by our Building Leadership Team (BLT).

B. Focus on our ELL and low income population in the areas of reading, writing and math. Our elements of focus will consist of cross-curricular lesson design, embedded with CCSS curricular initiatives, and intervention strategies. Systemic and lesson development of SBAC practice will be utilized by all departments.

C. Utilization of Common Core State Standards (DSG #1) aligned ELA and math classroom based measures (Read for Real, Corrective Reading, Schaffer Writing, and department assessments in math) to refine focus on struggling

sub-groups (ELL and low income) in the areas of reading, writing and math. Student achievement goal will be a minimum of 75% proficiency rate on departmental assessments.

D. Continue to tie our “got 75” initiative to daily academic intervention and District Instructional Framework (DSG #2) to close the achievement gap.

E. Continue use of cross-curricular and common assessments in all departments. Assessments, both formative and summative, will be graded and data analysis will be utilized to modify instruction through our Building Leadership Team (BLT).

F. Restructure curriculum in intervention classes to increase student engagement and institute academic intervention cycle in math and reading. Develop instructional framework around intervention and ELA class scheduling.

G. Develop student academic intervention (DSG #2 and #3) strategy through the counseling center and district Academic Support Specialist. School counselor will monitor this process through student pivot table and the Academic Specialist will monitor student growth through our School-Wide Assessment System.

H. Maintain and strengthen tutoring model through the use of FHS after school tutors, lunch time peer tutoring, and our Parent Tutoring group.

I. Develop understanding of instructional strategies to increase academic proficiencies utilizing the UW CEL 5D Instructional Framework (A1 student self-assessment, A5 student use of assessment data, CEC4 use of learning time).

J. Develop understanding of student reflection through data analysis training utilizing data analysis protocol.

K. Develop Saber Systems, a student organization/responsibility system.

1. Increase academic achievement for all students regardless of gender, ethnicity, and/or socioeconomic status. Student growth will be quantified growth statistically through classroom interventions, departmental data and our School-Wide Assessment System.	On Point	Start/End	Budget/ Resources	Monitoring Date	Success Indicators

<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 growth for all students. This process will be monitored and lead by our Building Leadership Team (BLT).</p>	<p>Arndt Snider Mittelstaedt BLT</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Monthly</p>	<p>Department assessment collaboration Data analysis revealing increased student growth</p>
<p>B. Focus on our ELL and low income population in the areas of reading, writing and math. Our elements of focus will consist of cross-curricular lesson design, embedded with CCSS curricular initiatives, and intervention strategies. Systemic and lesson development of SBAC practice will be utilized by all department</p>	<p>Snider Mittelstaedt Reece Arndt BLT</p>	<p>9/15-6/16</p>	<p>Building Budget PIE Grants</p>	<p>Monthly</p>	<p>Assessment data (School-wide Easy CBM data departmental assessment data)</p>
<p>C. Utilization of Common Core State Standards (DSG #1) aligned ELA and math classroom based measures (Writers Road Map, Read for Real, Corrective Reading and department assessments in math) to refine focus on struggling sub-groups (ELL and low income) in the areas of reading, writing and math. Student achievement goal will be a minimum of 75% proficiency rate on departmental assessments.</p>	<p>Snider Mittelstaedt Arndt BLT</p>	<p>9/15-6/16</p>	<p>None Google Apps</p>	<p>Monthly</p>	<p>Comparison of subgroup cbm data throughout the year showing growth</p>
<p>D. Continue to tie our “got 75” initiative to daily academic intervention and District Instructional Framework (Instructional Framework DSG #2) to close the achievement gap.</p>	<p>Snider Mittelstaedt Arndt BLT IT</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Monthly</p>	<p>Analysis of daily summative assessments show student growth</p>

<p>E. Continue use of cross-curricular and common assessments in all departments. Assessments, both formative and summative, will be graded and data analysis will be utilized to modify instruction through our Building Leadership Team (BLT).</p>	<p>Snider Mittelstaedt Arndt BLT</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Monthly</p>	<p>Analysis of departmental assessment data show student growth</p>
<p>F. Restructure curriculum in intervention classes to increase student engagement and institute academic intervention cycle in math and reading. Develop instructional framework around intervention.</p>	<p>Snider Satterlee Mitchell Krieger</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Bi-monthly</p>	<p>Data analysis from multiple assessment strands indicate student growth</p>
<p>G. Develop student academic intervention (DSG #2 and #3) strategy through the counseling center and district Academic Support Specialist. School counselor will monitor this process through student pivot table and the Academic Specialist will monitor student growth through our School-Wide Assessment System.</p>	<p>Snider Mittelstaedt Arndt Rector</p>	<p>9/15-6/16</p>	<p>Building Funding PIE grant</p>	<p>Monthly</p>	<p>Counseling pivot tables indicates less negative interactions with students Decreasing discipline data</p>
<p>H. Maintain and strengthen tutoring model through the use of FHS after school tutors, lunch time peer tutoring and our parent tutoring group.</p>	<p>Snider Arndt Rector Ross</p>	<p>monthly</p>	<p>District DIBELS Funding</p>	<p>Quarterly</p>	<p>Analysis of assessment data with SBC and other faculty</p>
<p>I. Develop understanding of instructional strategies to increase academic proficiencies utilizing the UW CEL 5D Instructional Framework (A1 student self-assessment, A5 student use of assessment data, CEC4 use of learning time).</p>	<p>Snider Mittelstaedt</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Monthly</p>	<p>Analysis of faculty websites and tech-based lessons (quality and quantity)</p>
<p>J. Develop understanding of student reflection through data analysis training utilizing data analysis protocol.</p>	<p>Snider Mittelstaedt</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Monthly</p>	<p>Student Feedback Analysis of Student Achievement</p>

K. Develop Saber Systems, a student organization/responsibility system.	Snider Mittelstaedt BLT	9/15-6/16	None	Monthly	Student Feedback Analysis of Student Achievement
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School Goal #2: Creating and maintaining positive student climate. (DSG #2) transitions,

DSG = District Strategic Goal

Goal Framework A-F

A. Guide our ASB leadership and leadership class in providing student climate direction and promoting our vision of a student-centered school.

B. Create and maintain anti-bullying and harassment environment through recognition of warning signs and our counseling intervention systems.

C. Continue programs through counseling center to assist students and their families through counselor-led groups, SADD, interpreter services for families, and provide systems for external family counseling (DSG #3).

D. Utilize counselor pivot table to identify needs and strategy in serving our students social needs.

E. Continue our after school club structure.

F. Continue our Teen Scene Program

2. Creating and maintaining positive student climate.	On Point	Start/End	Budget/ Resources	Monitoring Date	Success Indicators
A. Guide our ASB leadership and leadership class in providing student climate direction and promoting our vision of a student-centered school.	Snider Mittelstaedt Stevens Kratzig ASB Council	9/15-6/16	ASB resources as needed ASB Meeting Time	Weekly	Faculty feedback ASB Student Feedback

	Leadership class				Discipline referrals decrease
B. Create and maintain anti-bullying and harassment environment through recognition of warning signs and our counseling intervention systems.	Snider Mittelstaedt Stevens Kratzig ASB Council Rector	9/15-6/16	ASB Funds Building Funds	Monthly	Faculty feedback ASB Student Feedback Discipline referrals decrease
C. Continue programs through counseling center to assist students and their families through counselor-led groups, SADD, interpreter services for families, and provide options for external family counseling.	Mittelstaedt Rector	9/15-6/16	Building Budget	Monthly	Community Feedback Staff Feedback
D. Utilize counselor pivot table to identify needs and strategy in serving our students social needs.	Snider Mittelstaedt Rector	9/15-6/16	None	Monthly	Decrease negative student behaviors and an increase in our student's social skills through a decrease of student discipline
E. Continue our after school club structure.	Snider Mittelstaedt Stevens Kratzig Rector Fingarson Ross Tiegs	9/15-6/16	District extracurricular funds ASB Funds	Weekly/monthly	Decrease negative student behaviors and an increase in our student's social skills through a decrease of student discipline
F. Continue our Teen Scene Program	Rector Mittelstaedt Stevens	9/15-6/16	Building Funds	Annual	Student and Parent Feedback Teacher Feedback

School Goal #3: Create and maintain an atmosphere that is safe, engaging, and spurs creativity among all students and

staff members.

DSG = District Strategic Goal

Goal Framework A-D

A. Create and maintain 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 instructional strategies, instructional efficiency, practionership, and counseling systems (DSG #4).

B. School safety drills will be conducted monthly with fidelity to ensure proper school safety processes in the areas of earthquake preparedness/evacuation, lockdown drill procedures, and fire emergency/evacuation procedures. The School Safety Plan will include all emergency procedures regarding earthquakes, evacuation and field placement, critical incident response plan, lockdown procedures, and all other facets of school emergency management.

C. Create and maintain a culture of safe collaboration where faculty members openly contribute without fear of professional or personal scrutiny regardless of input quality (DSG #4).

3. Create and maintain an atmosphere that is safe, engaging, and spurs creativity among all students and staff members.	On Point	Start/End	Budget/ Resources	Monitoring Date	Success Indicators
<p>A. Create and maintain 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 instructional strategies, instructional efficiency, practionership, and counseling systems.</p>	<p>Snider Mittelstaedt District Facilitators School Liaisons</p>	<p>9/15-6/16</p>	<p>Building Budget P.I.E resources where applicable LSM's</p>	<p>Daily Weekly</p>	<p>Faculty feedback Classroom observations PD system surveys</p>

<p>B. The School Safety Plan will include all emergency procedures regarding earthquakes, evacuation and field placement, critical incident response plan, lockdown procedures, and all other facets of school emergency management. School safety drills will be conducted monthly with fidelity to ensure proper school safety processes in the areas of earthquake preparedness/evacuation, lockdown drill procedures, and fire emergency/evacuation procedures.</p>	<p>Snider Mittelstaedt SBC</p>	<p>9/15-6/16</p>	<p>Building budget PIE Funds (go buckets, supplies)</p>	<p>Monthly</p>	<p>Drill observation/assessment Faculty feedback Student feedback</p>
<p>C. Create and maintain a culture of safe collaboration where faculty members openly contribute without fear of professional or personal scrutiny regardless of input quality.</p>	<p>Snider Mittelstaedt</p>	<p>9/15-6/16</p>	<p>None</p>	<p>Daily</p>	<p>Faculty Feedback PD System Assessments</p>

School Goal #4: Create deeper systemic partnerships with the community to ensure academic success and school safety for staff and students. (DSG #4)

DSG = District Strategic Goal

- A.** Develop community communication structure that highlights student academics and school culture (DSG #3).
- B.** Develop and maintain Parent Tutoring System that supports classroom instructional models.
- C.** Create a community service model through our ASB leadership and our leadership class that serves the community

through food drives, clothing drives, and/or any other community service that we can provide.

4. Create deeper systemic partnerships with the community to ensure academic success and school safety for staff and students.	On Point	Start/End	Budget/ Resources	Monitoring Date	Success Indicators
A. Develop community communication structure that highlights student academics and school culture.	Snider Mittelstaedt	9/15-6/16	Facebook Instagram Twitter School website School Newsletters Auto Dialer	Monthly at PIE meetings	Engaging conversations with community members that lead to a teamed approach to resolving school and community issues Social media interactions
B. Develop and maintain Parent Tutoring System that supports classroom instructional models.	Snider PIE Arndt	9/15-6/16	None	Monthly	Student growth data Classroom data School-wide assessment data
C. Create a community service model through our ASB leadership and our leadership class that serves the community through food drives, clothing drives, and/or any other community service that we can provide.	Snider Mittelstaedt ASB Leadership Class	9/15-6/16	None	Monthly	Staff feedback PIE feedback Community feedback Student feedback Agency feedback

