

**SCHOOL IMPROVEMENT PLAN
SURPRISE LAKE MIDDLE SCHOOL
IMPLEMENTATION SCHOOL YEAR 2009-2010**



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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 2008-2009

- **WASL increases for the year;**
 - 7th grade Mathematics 51.6% (+ 5.6%)
 - 6th 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 both 6th and 7th grade core teams
 - Established Tier I, II & III 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 2009-2010 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:

- **WASL 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 WASL**
- **Continue to work with all students to raise achievement levels in the classroom**
- **Establish Response to Intervention (RTI) systems at SLMS**
- **Implement Student Learning Plans (SLP's) as needed for students not meeting standards**
- **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 grading policy**

**Evaluation of Impact on Student Achievement for the
2009-2010 School Improvement Plan**

Adequate Progress for the 2008-2009 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.

2009-2010 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 new state mandated test scores to establish a baseline for SLMS in 2010-2011. There will be 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.
- .2% grade point average increase is expected across the board for all students based upon Classroom Based Assessments and appropriate interventions.

	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
1. Increasing Academic Achievement					
Increase the volume of staff who participate in building wide/district WOW academies <ul style="list-style-type: none"> • Departments will identify their tough to teach/lean 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 • In building Coaching by Design model, use in department meetings • 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	9/09-6/10	Standard Bearer Release Days WOW Academies	At the end of every WOW academy	100% participation

<p>On-going work with all departments through alignment (maintaining that alignment) with GLE's. This includes ongoing work with CBM's/CBA's.</p> <ul style="list-style-type: none"> • Student work will be examined for alignment to GLE'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 • 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	9/09-6/10	<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.</p> <p>Longitudinal data shows increased student achievement levels</p> <p>WASL scores improve</p>
<p>Increasing our Mathematics state assessment scores to meet benchmarks of NCLB</p> <ul style="list-style-type: none"> • Department attended summer "Math Getting it Project" in conjunction with outlying districts. This includes follow through with training that will available over the three year grant. • Mathematics department used state grant dollars to meet and align lessons to the new state Mathematics standards • Mathematics Department will work with Technology Department to develop student designed PowerPoints that teach the identified HTT/DTL concepts within each unit. This can be in multiple languages and tied to the website. • Math department will work with elementary grade level leaders to identify skill base needed for advanced placement in middle level math. This will ensure student's have the opportunity to be tracked to the highest 	Shayla Millen John McCrossin	9/09-6/10	<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.</p> <p>CBM Scores Improve</p> <p>WASL Scores improve</p>

<p>level of math available to them at the high school level.</p> <ul style="list-style-type: none"> • Will establish clear standards for the filters used to place students in Math Tools. • One additional department member will be trained in the GLAD strategies this year. 					
<p>Increase communication with the parents/community by having all staff develop and maintain a website.</p> <ul style="list-style-type: none"> • Staff websites will contain information needed by parents to assist their students in accomplishing the goals of the class. • Feedback on the websites will be sought through parent surveys and student voice. 	<p>John McCrossin LIT Parent Advisory Committee John Garrett</p>	9/09-6-10	Standard Bearer Release Day Training	Monthly check in	Survey data will indicate that parents/students are satisfied with the level of communication they are receiving from teachers regarding student progress and class curriculum.
<p>Increase opportunities for SLMS to connect with elementary staff.</p> <ul style="list-style-type: none"> • Coordinate staff development opportunities to include 5th and 6th grade teachers • Release time for 6th grade Core teachers to assess 5th graders in the spring. 	<p>John McCrossin LIT Elementary Principals</p>	9/09-6/10	QSD – Staff Development Funds Possible WOW Academies	End of each semester	Improved understanding of student skill base coming from the elementary school and improved communication between buildings.
<p>Continue to implement best practices for reading/comprehension instruction in content areas</p> <ul style="list-style-type: none"> • Focus on Tier I instruction with our Core teams • Staff development for hands on learning providing concrete strategies to assist students in content (non-fiction) reading • Proving GLAD strategies across the curriculum 	<p>John McCrossin David Stockman Marti Shefvland LIT</p>	9/09-6/10	Monthly Staff Meetings Standard Bearer Days	Check for understanding after each staff meeting	Observing teachers using such practices in their classroom
<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 David Stockman Catherine Feord Marette Satterlee Shannon Thomas Tina Cook</p>	9/00-6/10	Prep Period Meetings Staff Meeting time Standard Bearer Days	Check of understanding after each training	We will identify at least 5 students from the 6 th grade level and implement a variety of interventions that will make a successful impact on their academic and social progress

<p>Staff development for interpreting and using reading assessment results</p> <ul style="list-style-type: none"> • Offer Foundations course to interested staff this year (may include other buildings) • Department meetings to discuss Dibbles and other data • Major Focus on Tier I reading instruction within the Core teams • Interpretation of data • Oral Reading Fluency benchmarks three times a year • Examine the implementation of miscue analysis in interpreting reading deficiencies • Collaborate to develop successful interventions 	<p>Marti Shefvland David Stockman Core Teams Steve Tiegs</p>	<p>9/09-6/10</p>	<p>Staff Meeting time Standard Bearer Days</p>	<p>Check of understanding after each training Examine data from ORF scores to guide instruction</p>	<p>Teachers informed on interpreting and applying test results</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>Marti Shefvland MDT Certified Staff Nancy Fitta</p>	<p>9/09-6/10</p>	<p>Staff Meeting times</p>	<p>Monthly</p>	<p>100% funding secured</p>
<p>Implement a building wide grading policy.</p> <ul style="list-style-type: none"> • Class grading scales reflect equal proportion for grades. • Subject areas will begin discussions on Standards Based grading rubrics (4 – 0 scale) 	<p>LIT</p>	<p>9/09-6/10</p>	<p>Department meetings Staff Meeting time</p>	<p>Every grading period (6 times a year)</p>	<p>100% participation Decrease in the volume of failing students.</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% from 2008-09 to 2009-10.
- Reduce the number of school handbook violations by 10% 2008-09 to 2009-10.

2. Creating Positive Building Climate	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
<p>1. Implement consistent discipline practices and monitor results for effectiveness.</p> <ul style="list-style-type: none"> • Implement a 12 week Character Education Program into the Social Studies curriculum that will begin for all students focused on philosophy of the Saber Creed. • 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>Marti Shefvland Climate Committee Social Studies Department</p>	<p>9/09-6/10</p>	<p>Building Budget for meeting resources</p> <p>ASB resources as applicable</p> <p>Building and district staff resources</p>	<p>Monthly</p>	<p>Staff member feedback</p> <p>Discipline referrals decrease</p>
<p>2. 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>Marti Shefvland Katie Krieger Climate Committee</p>	<p>9/09-6/10</p>	<p>ASB Funds</p> <p>PIE Funds</p>	<p>Monthly</p>	<p>Creation of an evaluation tool that is easily interpreted.</p> <p>Decrease in portal entries</p> <p>Decrease Schoolmaster entries</p>

<p>3. 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>Marti Shefvland Rachael McCormick Climate Committee John McCrossin</p>	<p>9/09-6/10</p>	<p>Staff survey data Online student survey data</p>	<p>Monthly</p>	<p>Improved survey results</p>
<p>4. 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 Marti Shefvland</p>	<p>9/09-6/10</p>	<p>ASB Budget PIE Contributions</p>	<p>Monthly</p>	<p>Decrease in lunchtime misbehaviors</p>
<p>5. 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 Marti Shefvland Katie Krieger LIT</p>	<p>9/09-6/10</p>	<p>None</p>	<p>Weekly/monthly</p>	<p>Improved survey results</p>
<p>6. 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>9/09-6/10</p>	<p>Grants</p>	<p>Annual</p>	<p>Improved survey results</p>

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

- 100% of our staff will use the Portal in some capacity as an intranet communication tool
- 100% of our staff will participate in one or more technology trainings being offered at the building level
- 100% of the staff will develop and maintain a class webpage.

3. Use Technology to Increase Student Learning	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
<p>Continue to use the portal/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	9/09-6/10	<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 class webpage</p> <p>Department heads maintain a calendar of what their department is teaching throughout the year</p> <p>Establish one document library on the portal for all staff documents (handbook, forms, etc.)</p>
<p>Provide technology training to staff on technology integration</p> <ul style="list-style-type: none"> • 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	9/09-6/10	<p>Clock hours for training after school, registration and/or class fees for NCCE (Seattle) sessions/classes relevant to training topics, time to share conference learning</p>	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>Identify key concepts that students need to know by curricular area and establish video lessons for web.</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 					