



Continuous School Improvement Plan (CSIP)

Denny International Middle School

2016 - 2018

Jeff Clark, Principal



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Approved by the Denny Building Leadership Team on 11/18/2016

Mission and Vision

Mission

Academic excellence—for every scholar—in our global village!

Vision

Striving to always be the school where "We All Belong!"

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>Our staff collaboratively analyzes data to determine the needs of our scholars. This is done with academic summative data, such as the SBA (Smarter Balanced Assessment), with benchmark data, such as the SRI (Scholastic Reading Inventory), with common standards-based end-of-unit assessments, and with formative assessments. In addition, we analyze survey results to help guide our next step planning.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>To meet the needs of advanced learners we offer rigorous learning opportunities in every subject:</p> <p>In our two-period Reading/Writing block classes we use a teaching approach called Reader’s/Writer’s Workshop. As a partner school with Columbia University in New York, Denny teachers receive intensive training and support to implement this model with fidelity. Scholars in our classes are reading and writing at their own levels, allowing for natural differentiation and challenge, while teachers teach skills embedded in the text-level appropriate for each scholar. In addition, we offer Spectrum-designated reading/writing classes.</p> <p>In math, we offer accelerated learning opportunities at every grade level. Scholars are challenged with advanced level math in Honors classes and given additional supports, including extra teaching time during the day, after school, and during non-school days to meet increasingly high math standards. Scholars have the opportunity to complete Algebra (9th grade math) and Geometry (10th grade math) while at Denny.</p> <p>In science, we have infused the increasingly complex Next Generation Science Standards to guide all science classes. These complex standards challenge our scholars with learning experiences that are based on higher order thinking skills. In addition, in the 7th and 8th grades, we are implementing Gateways to Technology curriculum into all classes, giving each scholar pre-engineering content that is a model for advanced STEM (Science Technology Engineering and Math) education.</p> <p>Other highlighted opportunities for advanced learning at our school, include:</p> <ul style="list-style-type: none"> • A Spanish Dual Language Pathway at Denny and Sealth, wherein scholars are learning academic content in Spanish with the goal of developing and celebrating true bilingualism and earning college credit at the High School level. We also offer Spanish to beginners, giving all scholars a chance to begin learning the second most popular language in our country in a way that can be continued at high school. • Mandarin Chinese is an important part of our seven-year learning pathway with Chief Sealth International H.S. The opportunity to learn a character-based language that has become the future business language of the Pacific Rim offers limitless challenge.

	<ul style="list-style-type: none"> • Music, Drama, and Visual Arts: advanced performance and leadership opportunities are embedded in how we offer the arts to all learners. • Technology: Our Project Lead the Way class offers in-depth engineering, robotics, and computer-based design opportunities that challenge scholars to go deeper in the projects they create. <p>Overall, at Denny, we are all committed to helping every scholar achieve success with us, in high school, and in college! As an International School, we are teaching our scholars to learn about issues and content through multiple perspectives, with the goal of preparing them to be leaders in our globalized society. Our mission: Achieving Academic Excellence—for Every Scholar—In Our Global Village is embedded into all that we do. Go Dolphins!</p>
Our school offers professional development that is high quality and ongoing.	We offer differentiated professional development (PD) to our staff on many levels: as a whole school, as departments, as grade-levels, and on the individual level. We have created the Denny instructional toolkit as a resource of building-wide best practices. Our monthly staff meetings provide whole school professional development. Our PLC (Professional Learning Community) structure occurs through departmental grade-level teams. Our Racial Equity Team designs and leads whole school equity-based PD. Our math coach, Literacy AP, and language acquisition leads provide job-embedded PD for staff. Core teachers are provided with planning time. Our school maintains an affiliate school partnership with Columbia Teachers College, complete with five days of on-site PD with a site developer.
Our school will increase parent/family engagement.	Family involvement is critical to our success. We engage our families through our Parent Teacher Student Association (PTSA) and many family educational and cultural events, such as our community success dinners, our African American Parent Involvement Day, and the Denny Posada. Our PTSA Co-President also serves on our BLT, as a parent representative and Spanish-speaking liaison. Twice a year we hold conferences with our families.
Our staff is involved in decision-making.	Denny has a shared decision-making model which is defined in our decision-making matrix. Our BLT (Building Leadership Team) guides professional development planning, the development of our C-SIP, and the creation of our budget. Our Team Leaders help to make logistical leadership decisions. Our Instructional Council leads the implementation of our C-SIP on the departmental level and guides on going school-wide instructional policy development, such as our standards-based grading agreements and systems.
We will assist our students to meet standard.	The Denny team provides scholars with a standards-based education based on their individualized needs. Scholars are given multiple opportunities to develop skill mastery and are given many additional supports, such as extended day, tutoring, mentoring, and extended year opportunities, we have community-based organizations as partners to help meet the academic and emotional needs of every scholar. Our pyramids of intervention articulate our systems of support.
Retain high quality, highly effective, and highly qualified staff.	We recruit and hire the best possible staff for our team. We strive to hire a racially and linguistically diverse team at every opportunity. We support our staff with systems of support and embedded and differentiated professional development. Our school has a culture of the celebration of diversity, gap-closing urgency, and teamwork that will help us to reach our shared goals.
How do we support the transitions of new students and	Our outreach to new families begins in the spring of the previous year with invitations to an orientation and out multicultural potluck. Over the summer, our transition efforts include home visits to help each scholar feel confident and connected to our staff. During the month of July, our team welcomes 80 entering sixth-graders into our Westside Academy Summer Program, which provides academic learning and enrichment for five weeks. In

families into our school?	addition, we meet with elementary staff to learn more about each scholar. This "riser" information is used to create the best possible schedule of classes and design any other supports needed.
Our system of support assures our highly qualified staff support students.	Our systems of support are based on a three-tiered model outlined in our pyramids of intervention. Attendance, behavioral, and coursework data are analyzed to identify scholars who are planned for at Early Warning Indicator meetings biweekly. Intervention plans are created and implemented for scholars in need. In all of our during-the-day and extended learning opportunities, our highly trained staff serve as the teachers.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 4,538,484	Creates master schedule and staffing matched to school needs to the best of our ability.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 290,936	Provides ELL model based on best practices coupled with L4 supports.
2016-2017	Combined Funds	Self Help	\$ 20,000	Sub-reimbursement grant process funds innovative proposals
2016-2017	Combined Funds	PTSA Grant	\$ 5,000	PTSA donations fund innovative proposals
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 318,295	Provides additional learning opportunities and supports
2016-2017	Combined Funds	Title 1	\$ 405,215	Provides supplemental services in reading and math and family education.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

<p><u>Math</u> 32% of current 6th Grade Black Males were proficient on 5th Grade SBA</p> <p>35% of current 7th grade Black Males were proficient on 6th grade SBA</p> <p>33% of current 8th grade Black Males were proficient on 7th grade SBA</p> <p>14% of current 6th Grade ELL/L4 scholars were proficient on 5th grade SBA</p> <p>35% of current 7th Grade ELL/L4 scholars were proficient on 6th grade SBA</p> <p>33% of current 8th Grade ELL/L4 scholars were proficient on 7th grade SBA</p> <p><u>ELA</u> 31% of 6th grade Black male scholars passed the 5th grade SBA</p> <p>28% of 6th grade Latino Scholars passed the SBA in 5th grade</p> <p>20% of Black male</p>	<p><u>Math</u> 70% of Black Males will pass 6th grade SBA 50% of Black Males will pass 7th grade SBA 54% of Black Males will pass 8th grade SBA</p> <p>44% of ELL/L4 scholars will pass 6th Grade SBA 50% of ELL/L4 scholars will pass 7th Grade SBA 50% of ELL/L4 scholars will pass 8th Grade SBA</p> <p>Progress Monitoring will include (but not limited to): weekly progress monitoring assessment, SBA aligned standards based tests, Interim SBA assessments, and parent/teacher conferences (biannual)</p> <p><u>ELA</u> We will increase the number of 6th grade Black Male Scholars passing the SBA from 31% to 53%</p> <p>We will increase the number of 6th Latino Scholars passing the SBA from 28% to 50%</p> <p>We will increase the number of 7th grade Black Male Scholars passing the SBA from 20% to 43%</p>	<p><u>Math</u> 6th: Jon Moor, Gary Lai, Angela Fondale, Christian Herdener</p> <p>7th: Jon Moor, Shani Neamen, Hannah Baisch, Shamar Botley</p> <p>8th: Jon Moor, Ryland Brown, Leslie Ostroff, Chia-Chen Chen</p> <p><u>ELA</u> Nestor, Saxon, Beauchaine, Watts, D. Evans, Smith, Yzaguirre</p> <p>Nestor, Norman, Kugisaki, Kimball, Callow,</p>	<p><u>Math</u> End of 2016-2017 school year</p> <p><u>ELA</u> End of 2016-2017 school year</p>
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<p>scholars passed the SBA in 6th grade</p> <p>49% of Latino scholars passed the SAB in 6th grade</p> <p>48% of Black Male Scholars passed the SB in 7th grade</p> <p>57% of Latino Scholars passed the SBA in 7th grade.</p> <p><u>Science</u> 1.5% of African-American male students achieved or exceeded the standards on an assessment of academic language application and comprehension.</p> <p>0.6% of students receiving English Language Learners Services and students that were recently-exited from ELL Services (L4) achieved or exceeded the standards on an assessment of academic language application and comprehension.</p>	<p>We will increase the number of 7th grade Latino Scholars passing the SBA from 49% to 72%</p> <p>We will increase the number of 8th grade Black Male Scholars passing the SBA from 48% to 63%</p> <p>We will increase the number of 8th grade Latino Scholars passing the SBA from 57% to 72%</p> <p><u>Science</u> The percentage of African-American male students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 35.0%.</p> <p>The percentage of students receiving English Language Learners Services and students that are recently-exited from ELL Services (L4) that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 35.0%.</p>	<p>Smith, Yzaguirre</p> <p>Nestor, Woods, Belka, Slingsby, Dashti, Smith, Yzaguirre</p> <p><u>Science</u> All Science Teachers</p>	<p><u>Science</u> End of the 2016-17 school year</p>
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student	What will success look like? (SMART Goal ¹ to	Assigned to:	Target Date for

Learning	target level of performance desired)		Completion:
<p><u>Math</u> 32% of incoming 6th grade scholars passed the 5th grade SBA</p> <p>61% of current 7th grade scholars passed the 6th grade SBA</p> <p>60% of current 8th grade scholars passed the 7th grade SBA</p>	<p><u>Math</u> 70% of 6th grade scholars will pass SBA</p> <p>71% of 7th grade scholars will pass SBA</p> <p>70% of 8th grade scholars will pass SBA</p>	<p><u>Math</u> Jon Moor, Gary Lai, Angela Fondale, Christian Herdener</p> <p>Jon Moor, Shani Neamen, Hannah Baisch, Shamar Botley</p> <p>Jon Moor, Ryland Brown, Leslie Ostroff, Chia-Chen Chen</p>	<p><u>Math</u> End of 2016-2017 school year</p>
<p><u>ELA</u> 43% of 6th graders passed the SBA in 5th grade.</p> <p>51% of 7th graders passed the SBA in 6th grade.</p> <p>61% of 8th graders passed the SBA in 7th grade</p>	<p><u>ELA</u> We will increase the overall number of 6th grade Denny Scholars passing the SBA from 43% to 65%</p> <p>We will increase the overall number of Denny Scholars passing the SBA from 51% to 71%</p> <p>We will increase the overall number of Denny Scholars passing the SBA from 61% to 71%</p>	<p><u>ELA</u> Nestor, Saxon, Beauchaine, Watts, D. Evans, Smith, Yzaguirre</p> <p>Nestor, Norman, Kugisaki, Kimball, Callow, Smith, Yzaguirre</p> <p>Nestor, Woods, Belka, Slingsby, Dashti,</p>	<p><u>ELA</u> End of 2016-2017 school year</p>

<p><u>Science</u> 0.4% of 6th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension.</p> <p>0.9% of 7th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension.</p> <p>12.3% of 8th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension.</p> <p><u>Social Studies</u> On the Research and Inquiry segment of the ELA SBA assessment</p> <p>85.3% 6th graders achieved a passing score</p> <p>89.2% 7th graders achieved a passing score</p>	<p><u>Science</u> The percentage of 6th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%.</p> <p>The percentage of 7th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%.</p> <p>The percentage of 8th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%.</p> <p><u>Social Studies</u> 90% of 6th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017</p> <p>90% of 7th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017</p> <p>92% of 8th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017</p> <p>Teachers will use formative and summative</p>	<p>Smith, Yzaguirre</p> <p><u>Science</u> B. Evans, R., Gutierrez, B Shigenaka, A. Sanchez, A. Chorney</p> <p>J. Frost, B Shigenaka, A. Sanchez, A. Chorney</p> <p>W. Neslon, K. Koressel, B Shigenaka, A. Sanchez, A. Chorney</p> <p><u>Social Studies</u></p> <p>Chase, Gill, Burga</p> <p>Carr, Segall, Clausen</p> <p>Backlund, Blackman, Olsen</p>	<p><u>Science</u> End of 2016-2017 school year</p> <p><u>Social Studies</u> End of 2016-2017 school year</p>
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88.8% 8th graders achieved a passing score	assessments on research and inquiry units throughout the year.		
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<u>Science</u> 68.7% of 8th grade students were proficient on the state test in 2015-16.	<u>Science</u> 76.0% of 8th grade students will be proficient on the state MSP test in 2016-17	<u>Science</u> All science teachers	<u>Science</u> End of 2016-17

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
On the spring 2016 Student Climate Survey, Denny scholars responded positively to the following questions: I am treated with as much respect as other students: 60% Adults at school care about me: 68% My teachers take time to get to know me: 57%	On the spring 2017 Student Climate Survey, Denny scholars will respond positively to the following questions: I am treated with as much respect as our students: 70% Adults at school care about me: 78% My teachers take time to get to know me: 67% If I have a problem, there is at least one adult	Admin., Team Leaders, Counselors	Spring 2017

If I have a problem, there is at least one adult at school I can talk to: 63%	at school I can talk to: 73%		
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