



Continuous School Improvement Plan (C-SIP)
Washington Middle School
2016 - 2018
Principal: Susan Gustafson Follmer

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SCHOOLS**

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.

The WMS Building Leadership Team reviewed and edited this plan in November 2016 and will do the same in September 2017 when the team is reconfigured and updated data available.

Mission and Vision

Mission:

Our mission at WMS is to create a safe, trusting, collaborative, learning-focused community where we can all be our BEST selves.

Vision:

Ever learning and becoming our BEST selves for a successful tomorrow.

Terminology

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

Advisory: Small heterogeneous grouping of student led by an advisor for the purpose of building community and social emotional learning.

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

Blended Learning: Student learning is partially through delivery of content and instruction via digital and online media.

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.

SCHOLAR: Students in “general” education.

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

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Our School Demographics:

	16-17 N=1090	Projected 17-18 N=757
English Language Learners	8%	
Experiencing Homelessness	13%	
Identified as Spectrum or HCC	43%	
Receiving Special Education Services	12%	
Asian	11%	
Black	29%	
Hispanic	7%	
Multiracial	9%	
White	37%	

Source: PowerSchool, June 2017

To meet the needs of targeted students we must disaggregate our data. We will replace our data tracking system, “Master Tracker” with the district supported student portal system in 17-18. The data will be reviewed bimonthly and include academic, behavioral and attendance data points. This data allows us to see the individual needs which is essential to make the differences we seek, student by student. New teams (Case Managers) and old teams are undergoing changes such ensuring that the right data is reviewed and decisions are made based on student need. We will continue to realign resources to serve our students of greatest need.

Our aggregate needs assessments focus on the SBA data common formative assessments and the high leverage Student Climate survey questions. On the Spring SBA our student growth percentiles were higher than the district average for each grade: 6th at 53%; 7th at 56.5% and 8th at 63%. Yet as we disaggregate the data we see huge disparities between our AL students (41%) and our Scholar students. Resolute to end the achievement gap we will know by name, need and strength as we increase teacher capacity and design better systems with an emphasis on rigor, relationships and relevance. Our target students are Black Males from English speaking homes. Ending the opportunity gap has been identified by SPS as the crisis of our time and our driving #1 goal in 17-18 will parallel District Goal #3. As the middle school with the largest number of

African American students we own this goal and will disaggregate our data to monitor results. What we focus on is what we will achieve results in. Our SBA 16 data on cluster graphs for those identified as Black showed 7% of the students in 6th and 7th moved from Level 1 to Level 2; and also 8% moved from Level 2 to Level 3. For these same students in math the average move up to Level 2 or Level 3 was 10%. We anxiously await to see similar success in the Spring 17 SBA scores for our self-identified Black students. Our student climate results in the high leverage questions (given three times/year in 16-17) revealed those identified as Black were more positive in their answers than the "all" to:

I feel proud of my school

I feel safe at my school

Adults at school are able to stop someone from being a bully

In addition needs assessments are ongoing for each student receiving special services by reviewing the IEP and FBA. Needs assessments are done for students who are suspended in the meetings with families and students, and addressed in their mediation/re-entry plans.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

Our school-wide initiatives aim to support our lowest achieving students using research-based practices. Our three initiatives are to use the lens of equity, adopt PBIS, and develop a universal teacher toolkit of assessment and instructional strategies. Our Racial Equity Team was powerful in their school-wide delivery of relational strategies such as Establish, Maintain, Restore and 5:1 praise to redirection as they worked with MENDR (Minority Engagement and Disproportionality Reduction) at the University of Washington. The Department of Behavioral Science at SPS supported year 1 of our PBIS Team. The external evaluation demonstrate WMS was at 33% fidelity to Tier 1 PBIS practices in Sept. 16 and ended in June 2017 at 73% Finally our third initiative helped our targeted subgroup and ultimately, ALL students. The Instructional Council supports Collaborative Teams and identifies high leverage instructional and assessment strategies in the WMS Teacher Toolkit. The Teacher Toolkit includes a video library and the means for teachers to self assess on each instructional practice. In addition, we will continue creating more rigorous classes by clustering Spectrum and Scholar students in all English Language Arts and Social Studies classes. In 17-18 blocking of ELA and SS will end such that all teachers will share the teaching of Scholar and HCC classes. This is now possible with the end of blocking and the increased collaborative time for planning. Mixed program teaching assignments with strong collaboration and focused PD will move us forward in becoming ONE school with rigor for all.

Advisory was approved to stay the same length (25 minutes) but to increase from two times/week to four times/week with an emphasis on school-wide Social Emotional Learning and building a stronger school community. In Advisory we will continue to address the whole child and the high leverage indicators on the Student School Climate Survey which continue to be given three times/year.

Our school offers professional development that is high quality and ongoing.

The Professional Development (PD) calendar was approved by the staff on June 14, 2017 and includes the SEA mandated Wednesdays, eight Professional Development Wednesdays and staff meetings every other Wednesday. The eight professional development Wednesdays will support our three gap closing initiatives

entitled Racial Equity, PBIS and Teacher Toolkit. No traditional staff meetings are held but there are occasionally short "too important to email" staff meetings. In addition, teachers are invited to further their learning by participating in quarterly Learning Walks and Soirees led by our Career Ladder Teachers. Local conferences and district PD is encouraged but always in groups so teachers can strengthen collegial bonds and report back on their learning. The three anchor books we will use are: *Blindspot*, *White Teachers Who Teach In The Hood* and *Learning in the Fast Lane*. The Teaching Channel and resources from Edutopia will also be highlighted. The philosophy of our professional development is to provide the theory (why), demonstrate it, provide practice and feedback and most importantly, to have coaching and followup. The latter is the charge of our Career Ladder Teachers and two instructional coaches who will invite teachers to demonstrate their new learning. Our passionate intent is to build SCHOOL-WIDE capacity. Schoology and Blended Learning are stressed as tools for all teachers.

Our school will increase parent/family engagement.

We capitalize on the use of school messenger, our website, our Reader Board and PTA communications to get timely information to families. Communications depend on an up-to-date information to families and we know a personal call is the best way to draw out our more reticent families so for example, for Open House each teacher is expected to call at least five parents. We are combining more family events so they are not advertised as PTA or HOST, but as WMS. We start the year with an Ice Cream Social, Open House and Multicultural Night. We have booked a date to go to meet families at Yesler Terrace and using our SU Outreach contact we will hold more gathering for our African American families. Parent conferences, student led conferences, Science Fair, WALApalooza, transition nights, African American Engagement Day and High Five Morning will continue in 17-18. As WMS is committed to learning out of the classroom we recruit many volunteers to support these rich learning experiences (Woodland Park Zoo, Science at Seward, and Seattle Repertory). Mentors are also welcome and partnered for a win/win. Administrators respond to parent emails/calls within 24 hours and teachers will respond to the same within 48 hours. All teachers are expected to use Schoology as a tool for communicating assignments, due dates and basic course information. Principal Chats will continue the first Friday of each month (except for December and June) for any interested parents/guardians. HOST has two family dinner nights which fill the lunchroom with parents. In addition, we work hard to ensure parents attendance at IEP and 504 meetings. We accentuate the positive in students through Good News postcards and next year will invite parents to our quarterly Student of the Month Assemblies.

Using resources at Seattle University and our partner at Seattle Housing, Saadia Hamid, we will host quarterly celebrations specifically for our East African American families.

Our staff is involved in decision-making.

Our staff is involved in decision-making. Staff voted last year on the PD calendar, Budget, BLT membership, The BLT approves this CSIP, student planner changes and procedural improvements following the written Decision-Making Matrix. They serve as a conduit between the staff and administration. All BLT members serve as Key Communicators. According to the CBA and our BLT By-Laws, the CSIP must be approved by 2/3 of SEA members.

Building staff leadership is a priority and all are expected to serve on a committee. Each team has a clear purpose, an agenda, minutes and regular meeting times. The leadership teams are MTSS/PBIS, Instructional Council and the Racial Equity Team. Each are responsible for one of the gap closing initiatives. In addition, there is the Building Leadership Team, Administrative Team, Attendance Team, SIT, Advisory Team and Case Management Team. The last four listed are ad hoc committees under MTSS.

We will assist our students to meet standard.

Retain high quality, highly effective, and highly qualified staff.

With the loss of 28 staff members in 17-18, community building will be a top priority. Collaboration Wednesdays will continue to end teacher isolation and create a community of learners committed to each

other and the work of increasing student achievement. With a reduction in staff given the opening of Meany we will continue to build leaders who will enculturate our work and mission. The Career Ladder Cadre will support Learning Walks and Soirees which accelerate teacher camaraderie. The hiring of a second instructional coach will be felt support to teachers in the areas of instructional excellence, classroom management, curricular alignment and our move towards standards-based grading. Collaborative Teams have a defined focus and are linked to the Student Growth Goal Setting process. Goal Setting is done primarily in teams, to facilitate work efficiency and more powerful goals and outcomes. The staff wellness team plans staff yoga, monthly lunch potlucks, and other community health events. Additionally, there are Friday socials, occasional baby or wedding showers, a holiday party, and an end of the year event planned by our social committee.

The principal and assistant principals are committed to two random drop in visits/day. We hope ALL teachers will choose to participate in the new online eVal system given how superior it is to past practices and forms. 28% of our teachers have earned the National Board Certification and the majority have Master's degrees.

How do we support the transitions of new students and families into our school?

We will support the transition of new students and families by:

- School visits, student panels and tours for incoming 6th graders
- High School Success Night and Tours for exiting 8th
- Calling the student's past school and double checking if the student was served in any program or brings any special needs.
- Giving an entry reading assessment (SRI determines a Lexile reading level. Students reading at the elementary level are placed in a Reading Support Class until they reach a grade level Lexile score)
- New students review the school expectations in the planner with their grade specific counselor and are paired up with a student who has a similar schedule for the first day.
- Counselors check in with new students within one week of their arrival.

This is an area of challenge, because we have about fifty students come and go each year, sometimes being dropped off to start a new school with no records.

How do we support students identified as Highly capable?

Advanced Learning Opportunities

Grade HCC ELA
2016 SBA L4
6th 88%
7th 72%
8th 80%

Grade HCC Math
2016 SBA L4
6th 93%
7th 92%
8th 97%

Grade SP ELA
2016 SBA L4
6th 71%
7th 63%
8th 51%

Grade SP Math
2016 SBA L4
6th 73%
7th 59%
8th 62%

We provide self-contained classrooms for students in the Highly Capable Cohort in ELA, social studies and science. All AL students are accelerated in math based on placement tests. Our goal is to realize a 5% increase in the Level 4 baseline scores for HCC students on the 2018 SBA in ELA; and 99% L4 for HCC students in math in ALL grades.

Our goal is to provide Advanced Learning Opportunities in ELA for all students in blended Spectrum and Scholar classrooms through differentiated instruction with a focus on Project Based Learning and Blended Learning. Our goal is to realize a 5% increase in Spectrum students in ELA Level 4 and for all of them to achieve at least 3's as <5% earned L2.

Advanced Learning Opportunities are offered to students programmatically through accelerated math placements, and within math classes with Dreambox. (Dreambox is a web based, computer adaptive math program.) Our goal to realize an 5% increase in Spectrum students in Math Level 4 on the SBA in 2018..

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	106,909	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,894,937	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	109,366	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	161,291	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	39,599	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	435,200	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	150,431	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	180,699	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	823,255	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 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:						
<table border="1"> <thead> <tr> <th>Sub Group</th> <th>Median SGP 2016 SBA</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>52%</td> </tr> <tr> <td>Low Income</td> <td>53%</td> </tr> </tbody> </table>	Sub Group	Median SGP 2016 SBA	Black	52%	Low Income	53%	<p>We will AIM HIGH to work to see SBA 60% student growth percentiles for these subgroups: black and/or low income in ELA and Math. (Student growth percentiles represent the amount of growth a student made over the last year in comparison to their academic peers across the state, based on their previous assessment scores and this year's SBA scores.) We are targeting ELA school-wide.</p> <p>Through Collaborative Teams we will monitor data on the essential learnings the teams have identified.</p>	Instructional Council, Collaborative Teams, ALL teachers and support staff	June 2018
Sub Group	Median SGP 2016 SBA								
Black	52%								
Low Income	53%								

Cluster of Teachers/ Grade Level 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:
Math 34% of our Scholar students passed the 2015-16 Mathematics SBA.	<p>We currently have 161 Scholar students who earned a level 2 on the 2015-16 SBA. On the 2017-18 SBA, our goal is to have half of those students earn a level 3 or 4 (80 students). Overall, our goal is to have 47% of our Scholar students earn a level 3 or 4 on the 2017-18 Math SBA.</p> <p>We will monitor progress by reviewing and analyzing formative and summative in-class assessments, Dreambox progress, and SBA Interims in our collaborative teams.</p>	Wendy Miller & Math Team	June 2018
Science 6-7-8	<p>We currently have an overall score of 72% of all students passing the Science MSP with 34.3% Exceeding Standards and 35.7 meeting standards. However; there are 27.2% of students that are split between Level 2 at 17% and Level 1 at 9.9%.</p> <p>The PLC goal for the science department is to continue to focus on the Claim, Evidence, and Reasoning with Rebuttal strategies to improve scores to 80% overall using the</p>	Jim Vigil	June 2018

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
ELA 6th	<p>standard CER assessment.</p> <p>The Next Generation Science Standards (NGSS) will be the focus of the new web-based curriculum called Amplify and promises to increase student engagement and thus learning.</p> <p>66.9% of students met standard on the 2015-16 SBA. Overall, our goal is to have 72% of our 6th grade students earn a level 3 or 4 on the 2017-18 ELA SBA.</p> <p>12% of students earned a level 2 in 2015-16 while nearly 18% earned a level 1. We feel we need to focus on moving both, with a goal of moving at least half of each group to the next level.</p> <p>We will monitor progress by reviewing and analyzing formative and summative in-class assessments and SBA Interims in our 6th grade collaborative team. We will be working as a team to identify these students and target specific interventions for them.</p>	TBD	June 2018
ELA 7 th	<p>71% of current 7th grade students earned a level 3 or 4 on the 2015-2016 SBA. Overall, our goal is to have 76% of our 7th grade students earn a level 3 or 4 on the 2017-18 ELA SBA.</p> <p>12.5% of the students scored a level 2. As a collaborative team, we are focusing specifically on this group this year. One of our sub-goals, therefore, is to have 7 of this 13% move from a level 2 to a level 3 on the 2017-18 ELA SBA.</p> <p>We have put in place a variety of supports for our level 1 and level 2 students, including intervention reading courses, mixed reading groups and online, interactive content that targets essential skills in reading, writing and language development. We will monitor progress by</p>	TBD	June 2018

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>ELA 8th</p> <table border="1" data-bbox="138 1066 412 1988"> <tr> <td colspan="2" data-bbox="138 1066 412 1213">Advanced Learning Opportunities</td> </tr> <tr> <td data-bbox="138 1213 256 1325">Grade</td> <td data-bbox="256 1213 412 1325">HCC ELA 2016 SBA L4</td> </tr> <tr> <td data-bbox="138 1325 256 1360">6th</td> <td data-bbox="256 1325 412 1360">88%</td> </tr> <tr> <td data-bbox="138 1360 256 1396">7th</td> <td data-bbox="256 1360 412 1396">72%</td> </tr> <tr> <td data-bbox="138 1396 256 1432">8th</td> <td data-bbox="256 1396 412 1432">80%</td> </tr> <tr> <td data-bbox="138 1432 256 1570">Grade</td> <td data-bbox="256 1432 412 1570">HCC Math 2016 SBA L4</td> </tr> <tr> <td data-bbox="138 1570 256 1606">6th</td> <td data-bbox="256 1570 412 1606">93%</td> </tr> <tr> <td data-bbox="138 1606 256 1642">7th</td> <td data-bbox="256 1606 412 1642">92%</td> </tr> <tr> <td data-bbox="138 1642 256 1677">8th</td> <td data-bbox="256 1642 412 1677">97%</td> </tr> <tr> <td data-bbox="138 1677 256 1816">Grade</td> <td data-bbox="256 1677 412 1816">SP ELA 2016 SBA L4</td> </tr> <tr> <td data-bbox="138 1816 256 1852">6th</td> <td data-bbox="256 1816 412 1852">71%</td> </tr> <tr> <td data-bbox="138 1852 256 1887">7th</td> <td data-bbox="256 1852 412 1887">63%</td> </tr> <tr> <td data-bbox="138 1887 256 1923">8th</td> <td data-bbox="256 1887 412 1923">51%</td> </tr> <tr> <td data-bbox="138 1923 256 1988">Grade</td> <td data-bbox="256 1923 412 1988">SP Math</td> </tr> </table>	Advanced Learning Opportunities		Grade	HCC ELA 2016 SBA L4	6th	88%	7th	72%	8th	80%	Grade	HCC Math 2016 SBA L4	6th	93%	7th	92%	8th	97%	Grade	SP ELA 2016 SBA L4	6th	71%	7th	63%	8th	51%	Grade	SP Math	<p>reviewing and analyzing formative and summative in-class assessments and SRI data in our 7th grade collaborative team.</p> <p>71% of current 8th graders earned a level 3 or 4 on the 2015-16 ELA SBA. On the 2017-18 SBA, our goal is to have 75% of these 8th grade students earn a level 3 or 4 on the 2017-18 ELA SBA.</p> <p>13% of the students scored a level 2. As a collaborative team, we are focusing on this group this year. One of sub-goals is to have half of these, or 7%, move from a level 2 to a level 3 on the 2017-18 SBA.</p> <p>We will monitor progress by reviewing and analyzing SRI scores, formative and summative in-class assessments and SBA Interims in our 8th grade ELA/remedial reading collaborative team.</p> <p>We provide self-contained classrooms for students in the Highly Capable Cohort in ELA, social studies and science. All AL students are accelerated in math based on placement tests. Our goal is to realize a 5% increase in the Level 4 baseline scores for HCC students on the 2018 SBA in ELA; and 99% L4 for HCC students in math in ALL grades.</p> <p>Our goal is to provide Advanced Learning Opportunities in ELA for all students in blended Spectrum and Scholar classrooms through differentiated instruction with a focus on Project Based Learning and Blended Learning. Our goal is to realize a 5% increase in Spectrum students in ELA Level 4 and for all of them to achieve at least 3's as <5% earned L2.</p> <p>Advanced Learning Opportunities are offered to students programmatically through accelerated math placements, and within math classes with Dreambox.</p>	<p>TBD</p> <p>TBD</p>	<p>June 2018</p> <p>June 2018</p>
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	2016 SBA L4										
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Racial Equity/PBIS	<p>Positive teacher and student relationships will improve as measured via school climate scores, which will show a decrease in the gaps between low and high academic performing students, and between students of color and white students. SMART goals are:</p> <ol style="list-style-type: none"> The number of multiracial, Latino/Hispanic, and black students reporting agreeing with the statement that “Adults at school care about me” will meet or exceed SPS district averages by the end of the 2017-18 school year. Disciplinary disproportionality between black and white students will decrease to also meet SPS district averages. 	Elaine Harger	June 2018								
ELL	<p>20% of all students receiving English Language Learner Services will move up one proficiency band on the WELPA 21.</p> <p>Special Education students of concern were identified as having six or more behavior related referrals over the course of the 2015-2016 school year. This focus will continue.</p>	Debra Tarpley and Joanna Forsyth	June 2018								
SPED	<p>Special Education students of concern in 7th and 8th grade who are returning to Washington Middle School have accumulated 154 total referrals over the course of the 2015-2016 school year which impacts student-teacher relationships, leads to time spent out of class, and missed instruction. 16-17 data has not yet been compiled.</p> <p>Special Education students will demonstrate increased ability to follow classroom and school rules. Our goal is to decrease referrals to administration by 15%, from 154 referrals to 131 referrals or less (readjusted after data is examined.)</p>	Martha Stevens	June 2018								

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Wellness	<p>We will monitor progress by reviewing school referral data, student self-reflections, parent surveys, and teacher surveys in our collaborative teams.</p> <p>Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the USDA's School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. (SPS Student Wellness Action Report) Additionally, 74% of packaged foods have sugar added to them. We cannot control our students environment beyond our building but we can make positive steps in their health with the following wellness goals:</p> <p>Adults will not use food, including candy or gum, as a reward at WMS. If food is used as part of the learning, it will meet nutrition requirements stated in the School Nutrition Policy from Senate Bill 5093.</p> <p>WMS staff will become aware of adverse effects of artificial fragrances on human health and student learning, and will investigate the adoption of a school policy regarding fragrances for the 2017/18 school year. The American Lung Association has a sample policy that we can consider. See www.healthyschools.org/documents/fragrance-free-policy-sample-updated.pdf.</p>	Wellness Team	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Grade SGP ELA Median 2016 SBA 6th 57% 7th 53% 8th 56.5% Grade SGP Math Median 2016 SBA 6th 51.5% 7th 52% 8th 62%	<ul style="list-style-type: none"> We will AIM HIGH to increase to 60% our student growth percentiles for ALL students in the area of ELA and Math. (Student growth percentiles represent the amount of growth a student made over the last year in comparison to their academic peers across the state, based on their previous assessment scores and this year's SBA scores.) We are targeting ELA school-wide. Through Collaborative Teams we will monitor data on the essential learnings the teams have identified 	All	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
On the High Leverage Student Climate questions WMS was below the district average for middle schools last Spring 2016	<p>We will give the Student Climate survey to the SAME students in Oct, January and May and see scores on the HIGH LEVERAGE questions at or surpassing the district middle school averages. The high leverage questions are :</p> <ul style="list-style-type: none"> Students in my class(es) are friendly to each other Students in my class(es) are respectful to adults I feel proud of my school Adults at school treat students fairly I feel safe at my school Adults at school are able to stop someone from being a bully My teachers take the time to get to know me I am treated with as much respect as other students <p>We expect these results because of our work on three school-wide initiatives (Racial Equity, PBIS, increased Advisory time and Teacher Toolkit) which should be culture changing.</p> <p>We strive to increase the student climate through the work in Advisory focused on social emotional learning; through the work of the Racial Equity Team focused on each teacher checking in with 2-3 students of concern; and through the infusion of positive behaviors.</p>	Ad Team	June 2018

<p>Excessive Office Referrals and suspensions</p>	<p>Empower teachers with PD on implicit bias, de-escalating tools and culturally responsive practices. CPI scheduled for pre-service.</p> <p>Revises Office Referral form such that teachers must identify when home contacts were made</p> <p>Class agreements posted in all classes</p> <p>School-wide Behavioral expectations taught and retaught.</p> <p>Time offered to restore the teacher/student relationship when teachers call for help</p> <p>Strong Start and Strong Finish</p> <p>SMART Goal: Decrease office referrals 25% by June 2018 (factor in the 25% loss in the student body)</p>	<p>PBIS, BLT and Ad Team</p>	<p>June 2018</p>
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