



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School Stevens Middle School
Principal Chuck Lisk

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: CQI process is being followed by all LA staff. Using ELT and flex time for remediation and enrichment. 72% of 7th graders and 68% of 8th graders met standard on the Fall DRP. 68% Oct. & 79% Dec. 8th gr. Stampeder program met standard on mini assessments. Reading text that appeals to boys has been emphasized. Clustering model is allowing targeted instruction.

Objective 1.2: 21.5% of 7th grade students met standard on fall writing assessment. Topic choice and Ralf Fletcher strategies is having a positive impact on keeping boys engaged in the writing process. Emphasis on conventions and Step up to Writing is being implemented in all classrooms.

Objective 1.3: CQI process is being followed by all math staff. Using ELT and flex time for remediation and enrichment. 7th grade unit assessments are averaging 79%. Stampeder 44%. 8th grade unit assessments average 81%. Stampeder 79%. Math assessments are being redesigned to align with new MSP format. New curriculum for low LD math is engaging and aligned to MSP.

Objective 1.4: 77% 8th graders met standard on the fall Micro-life assessment. 51% of the special ed students. 83% of 7th graders met standard on chemistry unit. Peer observations & peer staff development has been effective integrating new staff to the department. Maintaining current CQI format due to WASL scores being 24% pts. higher than the state average.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Reduction of two special ed staff and the addition of a new special education program is hindering the targeted instruction available to these students. As a result we have increased our inclusion numbers and are piloting Clustering / RTI instructional methods.

Objective 1.2: Student apathy towards completing writing assignments. As a result mandatory Friday school 3:15 – 6:00 has been established for students with any missing assignments. In addition multiple tutoring programs with Americorp and SMS staff is provided for all students.

Objective 1.3: Reduction of two special ed staff and the addition of a new special education program is hindering the targeted instruction available to these students. As a result we have increased our inclusion numbers and are piloting Clustering / RTI instructional methods.

Objective 1.4 Disruptive unengaged students negatively impacting the learning process for others. Solution has been a redistribution of students, focused discipline strategies and parent involvement. Continual changes in terminology and targets used by Office of Public Instruction makes continuity difficult.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: One additional FTE special education staff (to assist with all core subjects)	Objective 1.1: Created a small blended 7/8 Language section to enhance instruction for 15 struggling students.
Objective 1.2: One additional special education staff (to assist with all core subjects)	Objective 1.2: Created a small blended 7/8 Language section to enhance instruction for 15 struggling students.
Objective 1.3: Continued assistance from CSB curriculum support for alignment with the MSP format and effective instructional strategies that meet student needs. One additional special education staff (to assist with all core subjects) one additional FTE math teacher to increase targeted instruction and maintain an effective block schedule. Finding quality staff development.	Objective 1.3: Added new math curriculum for Low LD class that aligns with the EALR's. Staff development was cancelled by the ESD in November. We had three staff signed up to attend.
Objective 1.4: One additional special education staff (to assist with all core subjects)	Objective 1.4 National convention is too costly staff will attend the State conference in March.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
7	417	93.93%	61	0	0	13	7	136	97.25	12	1	0	1
8	728	92.49%	80	1	1	20	8	140	97.28	13	0	0	6

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Reading Level	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Reading Level	District Benchmark
	7	77%	71	5.8	54%	7	72%	86	5.4	
	8	76%	65	6.3	❖	8	68%	74	6.8	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Writing				Science	Writing				Science
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	7	28%	35%	n/a	46%	7	21.5%			
	8	❖	72%	69%	54%	8	❖			
Classroom-Based Assessments (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Math	Classroom-Based Assessment				Math
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	7	93%	92%	92%	54%	7				
	8	90%	96%	94%	45%	8				

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (<i>reference related action plans</i>)	
<ul style="list-style-type: none"> • Response to Intervention training (RTI) (1.1, 1.2, 1.3, 1.4, 2.1) • Why Try training (2.1) • EduFest (Differentiated Instruction) (1.1, 1.2, 1.3, 1.4) • Core team meetings (1.1, 1.2, 1.3, 1.4, 2.1) • Grade-level team meetings (1.1, 1.2, 1.3, 1.4, 2.1) • Subject-area team meetings (1.1, 1.2, 1.3, 1.4, 2.1) • Peer coaching (1.1, 1.2, 1.3, 1.4) 	<p>Prior to the start of school staff members attended training on RTI, Why Try and differentiated instruction. Follow-up sessions were provided during the August building collaborative days and learning's were incorporated into the staff's goal-setting plans. Multiple collaboration opportunities are the key to the success of the CQI process and enhanced student achievement. A variety of staff have taken leadership roles within their grade-level or subject-area teams focusing on staff development, effective collaboration practices, and student achievement. These practices continue to build trust and teamwork throughout the building as demonstrated in the Center for Educational Effectiveness comparison data.</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Registration • Assemblies • Concerts • Student Conferences • Red Ribbon Week • Honor Roll Breakfast • Natural Helpers training • Student leadership • Steven News network (SNN) • Skyward Message Center 	<p>Student and parent involvement is critical to the success of SMS. Starting with registration in August, we strive to keep students engaged in all aspects of campus life. Through participation and leadership opportunities, over 85% of all students have been involved in extra-curricular or co-curricular in academics, activities, arts, or athletics. Parents have shown their support for the school by their attendance at a variety of events. 81% of our families participated in student conferences. Events such as Red Ribbon Week, music programs, Veterans recognition, and recognition/spirit assemblies have been effective in building student leadership as they design and implement these events with large parent attendance. The Skyward Message Center has expanded communication opportunities.</p>
Summary Analysis of <i>Transition Culture & Climate Implementation Activities</i> during Report Period (<i>reference related action plan data</i>)	
<ul style="list-style-type: none"> • Student of the Month recognition • Clean Slate Night • Friday School • Food drives • Student Leadership training • Site team • AmeriCorps tutors • Monthly staff celebrations • Improved communications with Central Office 	<p>ASB officers and 30 other students participated in a 2-day leadership training put on by AWSP trainers which provides a multitude of strategies for students have effectively used in co-curricular and extra-curricular activities. The lessons and materials gained are the foundation of the philosophy that ASB, clubs and teams live by - that every kid is a part of SMS. 7th grade students and parents continue to inform us how positive they are about the climate and opportunities available at SMS. Our focus is to recognize and encourage kids to work to their full potential through a variety of programs. All activities are planned and implemented with students in lead roles and staff providing guidance on the side.</p>

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	7th, & 8th above state avg. 7th gr. 6.3% pt. decrease, 26% pt. gap boys vs. girls, 20% pt gap Native students Low income students & all others. 8th grade 6.7%pts. increase, 13% gap low income to non low income				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores at least meet AYP. Goal: 7th grade 80%, 8th grade 85% and close gaps by 10 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2009 WASL data, work in small groups to drive instruction Adjust the calendar & CQI model for 2009-10.	Aug. 27, Sept. 1 Wed late starts in Sept.	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	CQI process being used daily
Remediation time established after each mini assessment to re-teach reading strategies for students not meeting standard. ELT. Flex, or in class.	Sept. 2009 – and following each assessment	Language Arts Teachers	Language Arts Staff, Administration	<input checked="" type="checkbox"/>	Multiple remediation opportunities for students on each team
Quarterly peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed	Once per quarter	Language Arts teachers	Language Arts teachers Administration	<input type="checkbox"/>	In process
Use of reading text that intentionally focuses on calendar (focus) areas. Followed by the assessment that are analyzed by the Dept. to adj. instr.	Use of Wed late starts. Dept. time to collaborate & work together.	Language arts teachers	Administration and language arts departments.	<input checked="" type="checkbox"/>	Strong collaboration in grade level dept. meetings
Clustering model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para & staff assist. for Title, 504.	Sep. 2009 student's placement will vary with needs.	Special Ed. and Language Arts, and Title Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Making forward progress at this time

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review student work samples (high, low, bubble) and lesson plans for focus topics among LA staff during Wed. Dept. time.	Oct. and once every six weeks during Department time.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	In process
Creation of Lang. Arts 3 sections 30 7 th graders 60 8 th who barely missed standard on the WASL and work in class. Provide targeted instruction.	August – Sept. Identify students.	Counselor, Lang. Arts staff and elementary teachers	Administration and Team Leaders	<input checked="" type="checkbox"/>	Looping process is working well for 8 th gr. students
Use of texts that appeal to boys to increase their interest in reading. Staff will identify materials for each calendared unit.	Materials identified two weeks prior to the start of each unit.	Language arts staff and Administration	Site Team and Administration.	<input checked="" type="checkbox"/>	Target text is increasing boys focus on reading
Test talks with student following mid year benchmark assessments and prior to the MSP.	January 2010 April 2010	Language Arts staff	Administration	<input type="checkbox"/>	
Develop Literature Circles and Reader Workshop strategies for IEP and struggling readers.	November 2009	ESD and administration.	Language arts staff and administration.	<input type="checkbox"/>	In process

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	7th grade WASL above state, decreased 3.9% pts. Gap of 26 pts. between boys/girls and 22.9% pts. between lower income and non low income. 24% pts. gap between Native students and other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction. Increase the amount writing with specific feedback. Use additional writing materials to target groups and skill areas.				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase by at least AYP. Goal: 7th grade 80%. Close gaps by 10% pts. for all groups.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes	Comments
Review, organize and prioritize 2009 WASL data, work in small groups to drive instruction Adjust the calendar, CQI model for 2009-10 MSP	Aug. 27. Sept. 1. Wed late starts in Sep.	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	CQI process is being used daily
Review student work samples (high, low, bubble) and lesson plans for focus topics among LA staff during Wed. Dept. time.	Oct. and once every six weeks during Department time on Wed.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	In process
Focus use of <i>Step Up to Writing</i> for struggling writers and Atwell strategies for advanced students. To be shared during department time.	Wed late starts an emphasis on Step up to Writing starting in Oct.	Language Arts Staff	Administration, Language Arts Staff	<input checked="" type="checkbox"/>	Variety of writing strategies being used and shared
Focus on topic choices that capture interest of the boys and hands on methods of the step up to writing process to enhance writing format.	October - March	Language Arts, Math and Science Staff	Administration	<input type="checkbox"/>	In process
Emphasis of conventions will take place with one on one feedback with students on major writing assessments.	Following all major writing projects	Language arts staff	Administration and Site team.	<input type="checkbox"/>	In process

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Cluster model for majority of IEP students with Special Ed. classroom support along with Ameri-Corps, para-ed assistance for Title, 504.	Sept. 2009. These programs change w/ student success or needs.	Special Education, Language Arts Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Making forward progress at this time
Increase the use of instruction of conventions through students writing.	Sept. 2009– Mar. 2010 through daily writing reviews.	Language Arts Staff	Team Leaders, Administration	<input type="checkbox"/>	In process
Quarterly peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed	Once per quarter	Language Arts teachers	Language Arts teachers Administration	<input type="checkbox"/>	In process
Use of mentor texts that models the type of writing being explored by students.	Oct. 2009 – Mar. 2010	Language arts staff	7 th grade team Administration	<input type="checkbox"/>	Working well to combine reading and writing process
Create 3 Lang. Arts sections 60 7 th grader 30 8 th gr. who barely missed standard on the WASL and work in class. Provide targeted instruction.	Aug. – Sept. Identify students.	Counselor, Language Arts staff and elementary teachers	Administration and Team Leaders	<input checked="" type="checkbox"/>	Looping process is working well for 8 th gr. students

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	8th grade WASL scores increased 2.1% pts., gap of 14.8% pts. low income vs. non low income 7th increased 2.1%pts., both grades above the state average. Gaps of 21.5%pts. between low income & non low income				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction increase hands on math opportunities for students.				
EVIDENCE OF ACHIEVEMENT	WASL scores will increase by at least AYP. Goal: close gap by 5 pts., 65% 8th grade, and 70% of the 7th grade students will meet the state standard.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2009 WASL data, work in small groups to drive instruction Adjust the calendar, CQI model for 2010 MSP	Aug. 27. Sept. 1. Wed late starts in Sep.	All Staff	Administration	<input checked="" type="checkbox"/>	CQI process is being used daily
Peer observations each quarter to provide feedback, observe instructional strategies and use of math methods ... especially hands-on.	October – April	Math Staff	Math Staff, Administration	<input type="checkbox"/>	In process
Create 3 math sections 30 7 th graders 60 8 th gr. who barely missed standard on the WASL and work in class. Provide targeted instruction.	August – Sept. Identify students.	Counselor, Math staff and elementary teachers	Administration and Team Leaders	<input checked="" type="checkbox"/>	Looping process is working well for 8 th gr. students
Cluster model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sep. 2009 will change will each assessment and student needs.	Math, Special Education, AmeriCorps Staff, Native American Interv.	Team Leaders, Administration	<input checked="" type="checkbox"/>	Making forward progress at this time
Remediation time established after each mini assessment to re-teach math strategies for students not meeting standard. ELT. Flex, or in class.	Sep. 2009 – June 2010	7th, 8th Math Team, AmeriCorps staff, Native American Interv.	Administration	<input type="checkbox"/>	Multiple remediation opportunities for students on each team

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Test talks with students following mid ear bench mark assessments and prior to the MSP.	January and April	Math Staff	Administration	<input type="checkbox"/>	
Align and create assessments with the new MSP format being used this year by the state.	September and through the use of department time on Wednesdays	Math staff, Mimi Tiderman, Michelle Reid and Admin.	Math staff and administration	<input checked="" type="checkbox"/>	Being done by department and with CSB support
Find and attend additional professional development that addresses IEP and struggling students in math but focuses on gr. level material.	September - January	Math staff and administration	Administration	<input type="checkbox"/>	Nov. ESD in service was cancelled
Professional development with RTI for middle level students	August 28 th Will find additional training time by January	Admin., Darren Mills, Melissa McBride, LeAnn McComb	Math staff	<input type="checkbox"/>	In process

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	WASL data indicated a 13.9%pt. increase in students meeting standard in science, 24.% pts higher than the state average. a gap of 15.8%pts. Low income compared to non low income.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores will indicate growth by at least AYP. 78% will meet standard and close gaps by 10 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2009 WASL data, work in small groups to drive instruction Adjust the calendar, CQI model for 2010 MSP.	Aug. 27. Sept. 1. Wed late starts in Sep.	All Staff	Administration	<input checked="" type="checkbox"/>	CQI being used daily
Revision of assessments and templates to align with state MSP and provide clear examples for students to practice.	Wednesday department meetings	Science Teams	Administration and Assist. Superintendent	<input checked="" type="checkbox"/>	Completed by Science department
Peer observations each quarter to provide feedback, observe, instructional methods and use of science materials.	Oct – Apr 2010	Science Staff	Team leaders, Administration	<input type="checkbox"/>	In process
Create 3 sections of science 60 7 th graders 30 8 th grade who barely missed standard on the WASL and work in class. Provide targeted instruction.	Aug– Sept. Identify students.	Counselor, Science staff and elementary teachers	Administration and Team Leaders	<input checked="" type="checkbox"/>	Looping process working well for 8 th grade.
Attend Nat. Science Convention to enrich classroom experiences and target IEP and struggling students.	December	2-3 Science staff	Administrator and Science Staff.	<input type="checkbox"/>	Conference was moved to Spring
Realign science unit curriculum with the new 6-8 standards for grades 7 – 8.	August - January	Science Staff	Administration	<input type="checkbox"/>	1 st semester units have been completed

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	% moving from Level 3 to 4 increased in all subjects except 7 th gr. reading. Attendance met AYP.				
STRATEGY	Increase awareness of support and alternatives to dropping out, use CQI process and Why Try strategies.				
EVIDENCE OF ACHIEVEMENT	Increase of students meeting standard in all subjects by 2009 -10 academic goals.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Increase awareness of Skills Center programs to students by having selected students attend a monthly function.	Oct 2, Nov. 6, Dec. 4, Feb. 5, Mar.5, June 4.	NOPSC Director, Administration	Administration	<input type="checkbox"/>	Effective way of introducing Skill Ctr. to students
(35) 7 th and (35)8 th graders with the highest absence rate will meet monthly with Admin. and support staff to estab. maintain attendance goals	Sept. 29, Oct. 1 Then monthly	Administration	Administration and Site Team.	<input type="checkbox"/>	In process
Mandatory Friday school every Friday for students with missing work. One week for 7 th grade the next for 8 th grade.	September - May	All Staff, LeAnn McComb, Melissa McBride, Admin.	Administration	<input checked="" type="checkbox"/>	Working very well at keep students accountable.
Maintain advisory opportunities through ELT and Flex time to practice Why Try strategies.	Sept. - June	All Staff	Team Leaders, Departments, Site Team	<input type="checkbox"/>	In process on each team.
AmeriCorps staff will organize an after school tutoring program for struggling students.	Oct. 2009 – June 2010	AmeriCorps, Counselor, Administration	Administration, Team Leaders, Site Team	<input type="checkbox"/>	Working three days a week.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE data (2009-09) indicates 60% of staff feels there is effective collaboration/communication district wide and 80% feel there is a supportive learning environment. 2 way communication between district and school is only 26%.				
STRATEGY	Create more opportunities for collaboration and group decision making.				
EVIDENCE OF ACHIEVEMENT	Increase in percent of staff that feels there are high levels of collaboration/communication to 75%., Increase 2 way communication district to school from 26% to 50% as measure by CEE.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Maintain social opportunities both at and away from school for all staff: BBQ, staff luncheons, staff birthday, Friday AM Social's	Aug. 2009 – June 2010	Team Leaders, Melissa McBride, Paula Elder, Administration	All Staff	<input checked="" type="checkbox"/>	Working well to mix staff and find things to celebrate
Refine the decision making processes of site team and the purpose of the team. Implement the process. Review the process.	Aug. 28 to be reviewed by staff in May	Administration, Site Team	All Staff	<input checked="" type="checkbox"/>	Completed in August
Clear communication using Wed. Late starts, team leader Tues., site team and grade level teams to voice concerns and appreciations.	Wed. Late Starts. 4 th Wed is for Site Team others Dept / Gr./ Staff	Site Team, Team Leaders, Grade Level Teams, Administration	All Staff	<input checked="" type="checkbox"/>	Working well
Maintain collaborative time within departments through Wed. late starts, Aug. days, during 21 min. ELT time for enrichment staff.	Aug. 27, Sept. 1 Sep. 2009 – June 2010	Department, Grade Level Teams	Administration, Team leaders	<input checked="" type="checkbox"/>	Collaboration time taking place on a regular basis
Para Educator meeting every Monday 9:30 for collaboration, problem solving and decision making.	Mondays Sep. 2009 – June 2010	Para Educators and Administrators	Administrators and Site Team	<input checked="" type="checkbox"/>	Working effectively

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Using CEE data (2008 - 09) 88% staff feel there is effective collaboration/communication to improve student learning.				
STRATEGY	Create more collaborative time for department and team meetings.				
EVIDENCE OF ACHIEVEMENT	Schedules at end of year will indicate an increase of collaborative time.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All staff meetings will be established for large group collaboration every six weeks or sooner if needed.	Every six weeks through out the year.	Administration	Site Team	<input type="checkbox"/>	In process
Weekly collaboration time will be established to monitor and coordinate the work of AmeriCorps staff, Native American Inter, and parent volunt.	Weekly starting September 23.	Administration	Site Team and Team leaders	<input type="checkbox"/>	Move to biweekly meeting times
August / September staff days will have at least a ½ day for team or department collaboration.	Aug. 27 Sept. 1	Administration, Site Team	Site Team	<input checked="" type="checkbox"/>	Worked well
Two or more Wednesday late starts during the month will be dedicated to department time.	Wednesday Late Starts	Administration and team Leaders	All Staff	<input type="checkbox"/>	Staff is appreciating the additional department time.
Daily team time for Core staff is established to collaborate on students, instruction, assessment, inclusion model and meet with parents.	Sep. 2009 42 minutes daily for core staff collaboration and work	Math, Language Arts, Science Teams	Administration And Team Leaders	<input checked="" type="checkbox"/>	Once the main reasons students are doing so well.

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Multiple staff development opportunities were available for every teacher (2008-09 CSIP.)				
STRATEGY	Create more opportunities for staff to participate in powerful learning experiences.				
EVIDENCE OF ACHIEVEMENT	Increase the amount of professional development / collaboration available for all staff.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Science kit training will take place for all science staff prior to instructing the unit.	August and before each new unit	Science staff	Science Department and Administrations	<input checked="" type="checkbox"/>	Working well
Develop Literature Circles and Reader Workshop strategies for IEP and struggling readers.	November	ESD and Language Arts staff	Administration	<input checked="" type="checkbox"/>	Effective strategies
Various science staff will attend National Science Conv. SALT, Science Education Experts (through OSPI) and share results with the dept.	October - December	Science Dept.	Administration	<input checked="" type="checkbox"/>	Brought back excellent information from SALT conf.
RTI training for staff to enhance skills for meeting the academic needs for all students.	August 28 & October 9	Darren Mills, Melissa McBride, and LeAnn McComb	All Staff, Administration and Michelle Reid.	<input checked="" type="checkbox"/>	Process being shared at all staff and dept. meetings.
Find and attend additional professional development that addresses IEP and struggling students in math but focuses on gr. level material.	October- January	Math department and Administration	Administration.	<input type="checkbox"/>	Nov. ESD math training was cancelled.
ESD will facilitate a workshop for LA staff on developing Literature Circles and Reader Workshop strategies for IEP and struggling readers.	November	Language arts staff and administration	Administration	<input type="checkbox"/>	ESD was not available. Trying to reschedule.

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	WASL gender gap in 7 th grade writing, math & reading, gap for all subjects low income to non low income students, 7 th grade Native students non native students in all subjects. 7 th grade special ed math and reading.				
STRATEGY	Follow CQI process and other relevant training to align curriculum, use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	Achievement gap will close to AYP goals in all categories.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes	Comments
Continue CQI process for curriculum alignment and instruction based on student needs determined by school data.	Aug. 2009 – May 2010	Administration	Staff	<input checked="" type="checkbox"/>	CQI is the foundation of our student improvement plan.
Inquiry instructional methods will be used when possible in science along with new science kits.	Sept. 2009 – June 2010	Science Teachers	Administration	<input type="checkbox"/>	In process
Why Try strategies introduced to 3 staff members in June all staff in August and will continue to be shared and practiced through out the year.	June 2009, August 29	All Staff	Team Leaders and Site Team	<input checked="" type="checkbox"/>	Each team is introducing Why Try
Peer observations each quarter to provide feedback, observe, instructional methods and use of science materials.	October – April	Math, Science and Language arts Staff	Math, Science & Language Arts Staff, Administration	<input type="checkbox"/>	In process

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	The district tech committee developed grade level standards for student knowledge and skills in technology last Spring.				
STRATEGY	Focus tech class on 8 th grade and train core staff on 8 th grade tech standards so they can be taught through a variety of curriculums. Expand out to 7 th language arts classes if time and staffing allows.				
EVIDENCE OF ACHIEVEMENT	8 th graders will meet district tech standards through tech class and core classes. Student portfolios and success with district assessments will be reported at the end of the year.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
All 8 th graders will have an identified personal account on the district server. Training on proper use will take place throughout the year.	Accounts established by Oct. 1 st . Training will be on going.	Rob Edwards, Shelly Adams and SMS Staff	Administration and SMS staff	<input checked="" type="checkbox"/>	Done
Rob Edwards will represent SMS on the district technology committee.	Meetings per district calendar.	Assistant Superintendent	Administration	<input type="checkbox"/>	No meetings have been held
Skyward [®] / Family Access will be used by all staff for recording grades, allow parents to view through Family Access and send monthly news	Aug. 2009 – June 2010	All Staff	Administration, Site Team	<input checked="" type="checkbox"/>	Used on a daily basis
Students will maintain school web site and provide daily news and announcements through Technology classes and Technology Club.	Sept 09 – June 2010	Rob Edwards	Administration	<input type="checkbox"/>	In process
A process for identifying tech equipment in the building and coordination of one box light model in classrooms will be established.	Sept. 09 – March 2010	Rob Edwards, district technology department and administration.	Administration and Site team.	<input checked="" type="checkbox"/>	Identification complete

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Average attendance at PTO is 8 parents. Back to school night, parent-teacher conf. are highly attended. CEE data indicated 59% feel there are high levels of parent involvement.				
STRATEGY	Align programs with PTO to increase attendance, use of school web site and increase parent volunteers.				
EVIDENCE OF ACHIEVEMENT	Number of parents at school events, hits to web site, use of family access, and volunteers at SMS. Increase CEE survey to 70%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
With parent input develop informational programs to be shared as part of PTO to increase participation.	PTO meets once a month	PTO, Administration, Teachers	Site Team, Administration, PTO	<input checked="" type="checkbox"/>	We have a great PTO
Improved Web site with access to Family Access, school events, team newsletters and staff email. Use of Skyward for monthly newsletters	Sept. with monthly updates by tech. club students.	Administration, Rob Edwards	Site Team	<input checked="" type="checkbox"/>	
Increase parent and community member volunteers in the school for specific tasks.	Aug. 19 Sept. - June	All Staff, Administration, PTO, Site Team	Site Team	<input type="checkbox"/>	In process
SLPs, with parent approval, will be created for 7th, 8th grade students not passing WASL.	August 19 th Nov. 9,10	Classroom Teachers	Administration	<input checked="" type="checkbox"/>	SLP's signed by parents
Support communication through newsletters, website, email, phone machine and team newsletters.	Sept. 2009 with monthly updates.	Administration, Office Staff, Core Teams, Rob Edwards	Site Team	<input type="checkbox"/>	In process
Title Compact to all parents and review of title plan by parent team and Site Team. And communication with parents at Title meeting.	Aug 19 th , September late registrations, Oct. 20 th , Nov. 9,10	Administration and teachers	Site Team CSB	<input checked="" type="checkbox"/>	Compact signed by parents.

PART 12: SIGN-OFF SHEET