

**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2010-11**

School _____ Stevens Middle School
Principal _____ Chuck Lisk

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-14-11	01-10-11
<input checked="" type="checkbox"/> Report 2	3-29-11	4-11-11
<input type="checkbox"/> Report 3	6-21-11	6-27-11

Key Progress (incl. relevant internal accountability data references)

Objective 1.1 The winter reading benchmark was administered to all 7th grade students in January, 2011, with 63.8% at or above standard. The ARI is being used by special education teachers to continue monitoring of progress on both reading fluency and reading comprehension, effectively monitoring IEP goal progress. Teachers have aligned state standards with a curriculum map.

Objective 1.2: The winter writing benchmark was administered to all 8th grade students in January, 2011, with 65.5% at or above standard. Teachers continue to use the strategies taught in *Step Up to Writing* and Nancy Atwell for effective writing process. Teachers discuss scored benchmark assessments at department meetings to ensure consistency in grading and alignment with MSP.

Objective 1.3: 58% of the 7th grade and 62% of the 8th grade met standard on the benchmark. Eleven of the fourteen 8th grade students in the new remediation section are now passing math. SRA math continues to engage LD students and they are demonstrating success at one and two step algebra problems. Peer observations assist with modeling instructional methods.

Objective 1.4: 65% of the 7th grade and 69% of the 8th grade met standard on the benchmark. Teachers continue to differentiate instruction at three different levels to meet regular and inclusion student needs. Assessments are aligned to the MSP with specific summary and data analysis skills are being targeted.

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

Objective 1.1: Teachers continually struggle with the expectations of reading, writing, and social studies instruction in one class block. To eliminate some of the burden, and in conjunction with district-wide curriculum committees, curriculums have been previewed and piloted that align with the state standards and meet the pre-established curriculum map expectations for reading instruction.

Objective 1.2: Loss of two special education teachers in 09-10 continues to adversely impact inclusion support for those students with only writing IEP goals.

Objective 1.3: Staff continues to study the end of course exams and MSP in attempt to prepare students for both assessments. The are not the same structure or do they focus on the same standards which makes preparing students challenging.

Objective 1.4: Staff is excellent at adjusting the curriculum, calendars, and assessments to align with the state standards. However, they have changed every year for the past three- four years making it difficult to stay consistent with instructional techniques. However, our students are successful due to staff professionalism to make these continuous adjustments.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Curriculum adoption of McDougal-Littell’s <i>Literature</i> series for a comprehensive, all-inclusive reading and writing curriculum. In addition, classroom sets of supplementary novels are needed to support reading instruction. Read 180 training is being provided at the end of March for those teachers interested in renewing their skills in the program as a means of remediation.	Objective 1.1: 2010 MSP data indicated that though 67.9% of 7 th grade students and 76.7% of 8 th grade students met standard in reading, this remains the closest data point with overall state scores. Coupled with the on-going adjustments to the curriculum calendar for reading, the decision was made to adopt a cohesive curriculum that will allow for alignment of learning goals school-wide.
Objective 1.2: Curriculum adoption of McDougal-Littell’s <i>Literature</i> series for a comprehensive, all-inclusive reading and writing curriculum. Release time/training for teachers to become acquainted with the many curricular resources that will heighten student achievement if used with fidelity	Objective 1.2: Writing curriculum calendar was “tabled” once the <i>Literature</i> curriculum adoption became a focus. The new curriculum has writing embedded throughout all units. Gender specific groupings in one 8 th grade team continue to allow for targeted writing instruction. A small group of inclusion students with IEP goals in writing are receiving targeted SDI daily for 30 minutes.
Objective 1.3: CSB supported math this fall with additional Algebra books 175 additional books will be needed next September as we move 90% of the 8 th graders taking algebra. Additional pre algebra books for 7 th grade will be needed as well however and exact number is not available at this time. Our goal is to increase the number of 8 th graders passing the end of course exam.	Objective 1.3: Second semester a new section for study skills/ math remediation was created. Currently 11 of the 14 students are now passing math. Only two weeks will be used for MSP testing this year (staff decision) in order to provide more time for end of the year course exams in math and CBA’s in other subjects. We also student will stay more engaged in a two week process vs. the four weeks we used last year.
Objective 1.4: Continue the alignment for 6 th grade science instructions so the majority will have the same core knowledge when entering 7 th grade. Continued support to replenish the materials for each science unit.	Objective 1.4 Use of Title funds has allowed us to expand the science units with the main materials so 10 groups can now work at the same time. Lowering the numbers to 3 to a group vs. the past 5 students to a group.

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 2009-10 (YTD)							Internal Assessment Results for 2010-11 (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	240	93.31	45	3	0	10	7	100.59	93.31	30	0	0	2
8	275	92.62	68	1	2	12	8	173.77	92.27	39	2	0	9

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11 (YTD)				
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 ARI Number Administered	Fall ARI Average Reading Level	District Benchmark
	7	72%	86	5.4	65%	7		74	29.7%	63.8%
	8	68%	74	6.8	73%	8		79	31.6%	
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	21.5%	68%	❖	85%	7	32.8%	*		65%
	8	❖	72%	82%	61%	8		65.5%		69%
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	89%	86%	64%	52%	7				58%
	8	93%	85%	66%	59%	8				62%

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plans)	
<ul style="list-style-type: none"> • Language arts staff has researched Houghton Mifflin Harcourt materials for possible adoption and visited Issaquah Middle School to talk with teachers who are actually using the materials. • Peer observations continue to build trust and expand instructional methods. • <i>Teach Like a Champion</i> book study and all staff mini lessons methods. • Regional Technology conference. • Wednesday Late start and daily team time continue to be effective. • Language arts staff participate monthly on the regional literacy team. • Shared student work and effective lesson plans for CQI focus areas. 	<p>Our collaboration structure continues to be the foundations for staff development, curriculum alignment, instructional practices and student success. Peer observations during Tuesday team time followed by Wednesday department time has increased staff trust and enhanced instructional practices. <i>Teach Like a Champion</i> has been well received as a review on classroom management, student and engagement strategies. Staff participation on the regional literacy team, site visits and are own research has provided some new strategies and reassured us that our CSIP is aligned with “best practices.”</p>
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • 293 7th and 8th graders have earned honor roll status first and second quarter • Leadership class hosted Middle School regional Leadership training for 10 schools and 126 students. • Band, Choir, and Orchestra concerts were outstanding and well attended. Band and Orchestra earned superior rating at their adjudications. • PTO support for student materials and safety has been excellent. • Students accomplishments have been recognized by the Rotary and KONP. • ---Seminar student participated in the Regional History Day competition with ---moving on to the state completion. 	<p>Student participation in athletics, music concerts, school leadership, clubs, tutoring and school incentive programs continues to involve the majority of the students in at least one activity per quarter. Administrators and state advisors were impressed with the leadership skills and organization of the SMS Leadership and ASB students on the regional training day. 24 8th graders hosted the event and 21 SMS 7th graders participated in the training sessions. Parent Teacher conferences continue to be held weekly by individual teachers and teams with parent use of skyward being effective for approximately 80% of our students.</p>
Summary Analysis of <i>Culture & Climate Implementation Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • A loud and successful recognition assembly was hosted by the Groovinators and Spartans with 75 or more students participating in the minute to win it events. • Staff researched the option of all core classes looping next year. Multiple discussions were held with the final decision not to move in this direction. • Teachers and Administrators recognized classified daily during classified week....they got spoiled. • PAHS math teachers and counselors have visited SMS and all 8th graders were hosted by the CEE staff at PAHS for a half day visit starting the process for a smooth transitions to PAHS 	<p>The climate for this time of year remains positive with the majority of students engaged in the learning process. However, bullying and harassment especially at the 7th grade level is increasing. Seminar and ASB students with staff support are studying the situation, gathering data and designing an all school assembly to address the situation. Monthly staff and student recognitions continue to be effective and quarterly spirit/recognition assemblies continue to build team and school unity and be a favorite with the students. The transition process for 8th graders the past two years has been outstanding for assisting students understanding of high school requirements and specific enrichment opportunities.</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. 3.2% pt. increase, 8%pts gap or less for all groups. 8th grade 3.4%pts. decrease, 17.2% gap girls > boys. 31% Native students < non native. 8.6% Low income < non low income.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	MSP scores at least meet AYP. Goal: 7th grade 75%, 8th grade 85% and close gaps by 10 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2010 MSP data, adjust the calendar & CQI model for 2010-11 and align 7-12 curriculum map.	Aug. 30, 31 Wed late starts.	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	Staff worked hard reviewing data and adjusting calendars
Remediation time established after each mini assessment to re-teach reading strategies for students not meeting standard. ELT. Flex, or in	Sept. 2010 – and following each assessment	Language Arts Teachers	Language Arts Staff, Administration	<input checked="" type="checkbox"/>	Is helping students meet the learning targets
Quarterly peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed teachers	Once per quarter	Language Arts teachers	Language Arts teachers Administration	<input checked="" type="checkbox"/>	Has helped increase trust among staff
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 type="checkbox"/>	On going
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para & staff assist. for Title, 504.	Sep. 2010 student's placement will vary with needs.	Special Ed. and Language Arts, and Title Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Working well at this time

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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 eight weeks during Department time.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	On going
Creation of Lang. Arts 1 section 30 7 th graders 30 8 th who barely missed standard on the MSP 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"/>	Continues to work well for these 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"/>	On going with District support
Test talks with student following mid year benchmark assessments and prior to the MSP.	January 2011 April 2011	Language Arts staff	Administration	<input type="checkbox"/>	
Use of <i>Building Academic Vocabulary</i> strategies to expand comprehension and master essential vocabulary.	Sept. 22 in service and dept. meeting Oct - April	Departments	Team leaders and administration.	<input checked="" type="checkbox"/>	Being used in all curriculum areas

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 MSP above state, increase 10.3% pts. Gap of 10.4% pts. between boys < girls and 16.5% pts. between lower income and non low income. 7.1% 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	MSP scores will increase by at least AYP. Goal: 7th grade 86%%. Less than 10% pts. gap for all groups.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2010 MSP data, adjust the calendar & CQI model for 2010-11 and align 7-12 curriculum map.	Aug. 30, 31 Wed late starts.	Language Arts Staff	Administration	<input checked="" type="checkbox"/>	Excellent start to the school year.
Review student work samples (high, low, bubble) and lesson plans for focus topics among LA staff during Wed. Dept. time.	Oct. and once every eight weeks during Department time on Wed.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	On going
Focus use of <i>Step Up to Writing and Power Writing</i> for struggling writers and Atwell strategies for advanced students.	Wed late starts an emphasis on Step up to Writing starting in Oct.	Language Arts Staff	Administration, Language Arts Staff	<input checked="" type="checkbox"/>	Working well during Wednesday department time.
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"/>	Ongoing
Increase the use of instruction of conventions through students writing.	Sept. 10– Mar. 11 through daily writing reviews.	Language Arts Staff	Team Leaders, Administration	<input type="checkbox"/>	Being done by half of the staff at this time

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DATA ANALYSIS	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, paraed assistance for Title, 504.	Sept. 2010. These programs change w/ student success or needs.	Special Education, Language Arts Staff	Team Leaders, Administration	<input checked="" type="checkbox"/>	Working well for special ed. students
Create 1 Lang. Arts sections 30 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"/>	Continues to earn positive results in the class and MSP
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 checked="" type="checkbox"/>	Worked well
Use of mentor texts that models the type of writing being explored by students.	Oct. 2010 – Mar. 2011	Language arts staff	7 th grade team Administration	<input type="checkbox"/>	
Use of <i>Building Academic Vocabulary</i> strategies to expand comprehension and utilization of essential vocabulary.	Sept. 22 in service and dept. meeting Oct - April	Departments	Team leaders and administration.	<input checked="" type="checkbox"/>	Being done in all departments

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 MSP scores + 2.5% pts., gap of -16.3% pts. low income, -21.9 Native students, 4%pts boys > girls. 7th gr. increased 10.3%pts. Gap of -21.5%pts. low income, -14%pts. Native students, 6% girls > boys.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction increase hands on math opportunities for students. Increase the number of students taking advanced math.				
EVIDENCE OF ACHIEVEMENT	MSP scores will increase by at least AYP. Goal: close gap by 5 pts., 70% 8th grade, and 78% 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 2010 MSP data, work in small groups to drive instruction Adjust the calendar, CQI model for 2010 MSP	Aug. 30 and 31. Wed late starts in Sept.	All Staff	Administration	<input checked="" type="checkbox"/>	Great start to the school year.
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 checked="" type="checkbox"/>	Working Well
Create 1 math sections 30 7 th graders 30 8 th gr. who barely missed standard on the MSP 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"/>	Positive results in class and on MSP
Increase the number of sections for 7 th gr. pre-algebra targeting 2/3 of the 7 th grade and differentiate instruction to meet student needs.	Create sections Sept. Sept. – June for instruction	Math department and Administration	Math department and administration	<input checked="" type="checkbox"/>	Our best idea of the year so far.
Remediation time established after each assessment to re-teach math strategies for students not meeting standard. ELT. Flex, or in class.	Sep. 2010 – June 2011	7th, 8th Math Team, AmeriCorps staff, Native American Interventionist.	Administration	<input type="checkbox"/>	On going

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	Comments
	Yes				
Test talks with students following mid year bench mark assessments. Use benchmark assessment for instruction in March for MSP prep.	January and March	Math Staff	Administration	<input type="checkbox"/>	
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sep. 2010 will change will each assessment and student needs.	Math, Special Education, AmeriCorps Staff, Native American In-	Team Leaders, Administration	<input checked="" type="checkbox"/>	Working well for special ed. students.
Find and attend additional professional development that addresses IEP and struggling students in math but focuses on gr. level material.	September - February	Math staff and administration	Administration	<input type="checkbox"/>	Cannot find any good ones to attend
Align math materials and instruction for Special education non inclusions students that match with state standards and increase use of algebra	Materials acquired in August. Instruction targeted Sept- April	CSB, Special Ed staff	Administration	<input checked="" type="checkbox"/>	Use of SRA materials and curriculum calendars.
Use of <i>Building Academic Vocabulary</i> strategies to expand comprehension and master essential vocabulary.	Sept. 22 in service and dept. meeting Oct - April	Departments	Team leaders and administration.	<input checked="" 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	MSP data indicates a 7.9%pt. increase in students meeting standard, 23.5.% pts higher than the state. 5%pt. gap boys > girls. -14.9%pts. Low income, and -17.2% pts for Native students.				
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. 85% will meet standard and close gaps by 5 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2010 MSP data, work in small groups to drive instruction Adjust the calendar, CQI model for 2010 MSP.	Aug. 30,31 Wed late starts in Sep.	All Staff	Administration	<input checked="" type="checkbox"/>	Great start to the year.
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 type="checkbox"/>	On going
Peer observations each quarter to provide feedback, observe, instructional methods and use of science materials.	Oct – Apr 2010	Science Staff	Team leaders, Administration	<input checked="" type="checkbox"/>	Worked well
Create 1 sections of science 30 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"/>	Great results in the classroom and on the MSP
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sept. 2010 will change will each assessment and student needs.	Science, Special Education, AmeriCorps Staff, Native American Interv.	Team Leaders, Administration	<input type="checkbox"/>	Working well for Special ed. students.
Use of <i>Building Academic Vocabulary</i> strategies to expand comprehension and master essential vocabulary.	Sept. 22 in service and dept. meeting Oct - April	Departments	Team leaders and administration.	X	On going

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. Met AYP in all areas.				
STRATEGY	Increase awareness of support and alternatives to dropping out, use CQI process and block teams.				
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	No (comments)
(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"/>	Will start in January
Mandatory Thursday school for students with missing work. One week for 7 th grade the next for 8 th grade.	September - May	All Staff, LeAnn McComb, Admin.	Administration	<input checked="" type="checkbox"/>	Works well when we get parent support.
Maintain advisory opportunities through ELT and Flex time to build student / staff relationships.	Sept. - June	All Staff	Team Leaders, Departments, Site Team	<input type="checkbox"/>	
AmeriCorps and Native American interventionist organize after school tutoring programs for struggling students. Groups of 4-5. Mon-Thurs	Oct. 2009 – June 2010	AmeriCorps, Counselor, Administration	Administration, Team Leaders, Site Team	<input checked="" type="checkbox"/>	5-10 attending daily
Instruct core classes using the CQI process allowing for remediation and enrichment for all students.	September - June	All staff	Administration, Team Leaders and Site Team.	<input checked="" type="checkbox"/>	Working well

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 (2010-11) indicates 54% of staff feels there is effective collaboration/communication district wide and 70% feel there is a supportive learning environment. 2 way communication between district and school				
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 70%., Increase 2 way communication district to school from 11% 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 PM Social's	Aug. 2010 – June 2011	Team Leaders, Melissa McBride, Paula Elder, Administration	All Staff	<input checked="" type="checkbox"/>	This staff likes to eat and play together
Refine the decision making processes of site team and the purpose of the team. Implement the process. Review the process.	Aug. 31 to be reviewed by staff in May	Administration, Site Team	All Staff	<input checked="" type="checkbox"/>	Done and being used
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	X	Working effectively
Maintain collaborative time within departments through Wed. late starts, Aug. days, during 21 min. ELT time for enrichment staff.	Aug. 30,31 Sep. 2009 – June 2010	Department, Grade Level Teams	Administration, Team leaders	<input checked="" type="checkbox"/>	Works great must be kept to continue our success
Para Educator meeting every Monday 9:00 for collaboration, problem solving and decision making.	Mondays Sep. 2010– June 2011	Para Educators and Administrators	Administrators and Site Team	<input checked="" type="checkbox"/>	Helps with communication and team building

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 (2010-11) 86% of the Stevens staff feel they collaborate and communicate to improve student learning.						
STRATEGY	Maintain collaboration time for teams, departments and grade levels.						
EVIDENCE OF ACHIEVEMENT	Collaborations time will be maintained or increased as indicated on collaboration calendars.						
ACTION	START & END DATES		PERSONS RESPONSIBLE		REVIEWED BY	COMPLETED	
	Yes	Comments					
Full staff meetings will be established for large group collaboration every six weeks or sooner if needed.	Every six weeks throughout the year.	Every six weeks throughout the year.	Administration	Administration	Site Team	<input type="checkbox"/>	On going and as needed.
Weekly collaboration time will be established to monitor and coordinate the work of American staff, Native American staff, and parent vol.	Weekly starting Monday, April 30.	Weekly starting September 30.	Administration	Administration	Site Team and Team leaders	<input type="checkbox"/>	We could do better in this area
Building and District collaboration days will be designed with staff input and realization and large group decisions.	Aug. 30,31	Aug. 30,31	Administration, Site Team	Administration	Site Team, Site Team	<input checked="" type="checkbox"/>	Great start to the school year.
Two or more Wednesday afternoons during the month will be dedicated to department time.	Wednesday	Wednesday	Administration and team Leaders	Administration and Leaders	All Staff and team	<input checked="" type="checkbox"/>	Working well
Daily team time for Core staff is established to collaborate, instruct, assess, assess, model, and meet with parents.	Sep. 2010	42 Sep. 2010	Math, Language Arts, Science	Math, Language Arts, Science	Administration, Site Team Leaders	<input checked="" type="checkbox"/>	Very effective in assisting with student success

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	Continued				
STRATEGY					
EVIDENCE OF ACHIEVEMENT					
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	No (comments)
Use of <i>Building Academic Vocabulary</i> strategies to expand comprehension and master essential vocabulary.	Sept. 22 in service and dept. meeting Oct - April	Departments	Team leaders and administration.	<input checked="" type="checkbox"/>	Being done by all departments
Find and attend additional professional development that addresses IEP and struggling students in math but focuses on gr. level material.	October- February	Math department and Administration	Administration.	<input type="checkbox"/>	Have not found any at this time.
Book study for Language arts staff – <i>Readicide</i> . To increase student engagement in reading and improve comprehension.	Sept 22 nd – Oct. 20 th .	Language arts staff and Administration		<input checked="" type="checkbox"/>	
Use of <i>Teach Like a Champion</i> for staff development during Wednesday late starts and in department meeting.	Wednesdays	Administration	Team Leaders	<input checked="" type="checkbox"/>	Been great for all staff
Inquiry instructional methods will be used when possible in science along with new science kits.	Sept. 2010 – June 2011	Science Teachers	Administration	<input type="checkbox"/>	On going
Continue CQI process for curriculum alignment and instruction based on student needs determined by school data.	Aug. 2010– May 2011	Administration	Staff	X	Works well for meeting student needs.

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.				
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"/>	Working well
Skyward [®] / Family Access will be used by all staff for recording grades, allow parents to view through Family Access and send monthly news	Aug. 2010 – June 2011	All Staff	Administration, Site Team	<input checked="" type="checkbox"/>	Best tool for parents to follow student progress.
Students will maintain school web site and provide daily news and announcements through Technology classes and Technology Club.	Sept 10 – June 2011	Rob Edwards	Administration	<input type="checkbox"/>	SNN technology is not working on a regular basis.
A process for identifying tech equipment in the building and coordination of one box light model in classrooms will be established.	Sept. 10 – March 2011	Rob Edwards, district technology department and administration.	Administration and Site team.	<input type="checkbox"/>	On going

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 indicates 67% of the parents 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, number of community partnerships and volunteers at SMS. Increase CEE survey to 75% parents feel they are involved in the school.				
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 type="checkbox"/>	On going
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"/>	Up to date at this time
Increase parent and community member volunteers in the school for specific tasks.	Sept. - June	All Staff, Administration, PTO, Site Team	Site Team	<input type="checkbox"/>	
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. 14 th , Nov. 12,15	Administration	Site Team / Title Committee and Admin.	<input checked="" type="checkbox"/>	Completed by assigned dates
University of Washington and OPI partnership for science and math focused on the Elwha dam removal	September - November	Science /Math and Tech staff	Administration	<input checked="" type="checkbox"/>	All 8 th graders participated.
				<input type="checkbox"/>	

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$450	Teach Like a Champion---book study and all staff discussions	20 copies of the book were purchased and handed out to staff. Administrators lead discussions, supply handouts and guide staff though the CD one- two Wednesdays a month.	<input type="checkbox"/>
\$275	Readicide----Book study.	Completed by all Language arts staff	<input checked="" type="checkbox"/>
\$300	Regional Literature Team	Two staff represent SMS on this quarterly committee sharing strategies and gathering ideas from schools across the ESD. They in turn share their insights with the rest of the language arts staff.	<input type="checkbox"/>
N/A	Quarterly Peer Observations	One Tuesday a quarter core staff observe two peers for at least 20 minutes apiece. This is followed by discussion and sharing the next day during Wednesday late start department time.	<input type="checkbox"/>
N/A	Daily Team Time and Weekly Department Time	These are the two most important Professional development activities we do and get the best results from. Adjusting curriculum, schedules, instructional practices and assessments are all done to meet student needs.	<input type="checkbox"/>
\$300	ARI training	Training provided by Joyce Mininger to all language arts staff in order to pin point strengths and areas of growth in reading for students who scored 400 or less on the MSP.	<input checked="" type="checkbox"/>

\$ School Staff Development Allocation

✓ Source: School Budget Allocation