

Tumwater School District

2017-2018 School Improvement Plan

G. W. Bush Middle School

District Strategic Plan

Goal One: Teaching and Learning - *Increase achievement for all students by using effective instructional strategies, monitoring results and engaging students in their own learning.*

Part One: Summarize Strengths and Challenges

Use data representing achievement, attendance, discipline, or information from the annual CEE survey or biannual healthy youth survey, to identify current strengths and challenges for your students. Be specific about patterns you notice among populations within your school, such as low-income or Hispanic students.

Strengths

- Programs for students - WEB, Leadership, ASB, Renaissance
- Community Resources - Community Schools Coordinator (Michael Dennis) from TOGETHER, SeaMar Mental Health Counselor
- 2 FT Counselors
- Beautiful new building allows for better space for all staff (Science, ISS, etc.)
- Electives (Music, drama, art, foreign languages, CTE, etc.) to address whole child
- New art program/teacher
- Many NBCT's
- Teaming
- Helpful staff
- Added campus supervisors
- Strong new 6th grade staff
- New technology (projectors, new sound systems)
- Advancing toward STEM-focused school
- New curricula (Math, ELA, i-Ready); benchmarks with fidelity show continuum
- Intervention classes for math & ELA - all 3 grade levels
- Monthly HIB lessons

Challenges

- The building is large! Grade levels feel more separated; communication is more difficult
- Building has "blind spots" where students lack supervision
- LOTS of students; not enough admin or supervision; not enough office staff due to increased need (esp. 6th grade)
- Not enough support staff for our special needs students
- Not enough equipment for Functional Skills
- Not enough equipment (copy machines, laminator)
- No permanent classroom for Renaissance
- HIB issues
- Shifting curriculum (esp. math)
- Late construction completion; keys unavailable, etc.

- Parking
- New schedule has some snafus (including some large class sizes)
- D-POD areas not large enough for all students
- D-POD lockers are too small, & have problems
- 7:30am supervision
- Potential for over-testing
- Cross-teamed students
- Excessive absences (District-wide challenge)

Part Two: Identify goals for safety and communication

Develop a goal to increase communication among staff, families, or the community. Then, identify how you will improve safety at your school this year.

Communication	Safety
<input type="checkbox"/> We will communicate effectively with parents, students, and staff on a regular basis through email, our school website, conferences, phone conversations, Skyward communication, and phone messenger.	<input type="checkbox"/> We will continue to strive to make BMS a safe environment for all members of our learning community. We will promote campus-wide safety measures; mental health awareness strategies and resources; stress management strategies; anti-bullying; and healthy relationships and will connect students and staff with appropriate support services.

Part Three: Identify goals to address gaps

Develop two - three SMART goals to address one or more of the challenges you have identified. SMART goals should be specific, measurable, actionable, realistic, and timebound.

Part Four: Develop Action Plans

For each of the goals you identify for part three, describe the strategies you will use. These strategies should connect to the gaps you have identified, rather than repeat what you already have in place at your school site.

Describe who will be *responsible* for completing the plan, when the strategy or action steps will begin and end (*timeline*), the necessary existing and new *resources* to complete the plan, the measurable change you expect to see (*expected impact*), and data you will collect to *monitor progress*.

Wellness Goal: We will connect students with resources for adolescent life challenges and mental health concerns.

Action Steps:

<ul style="list-style-type: none"> ❑ Frequently inform staff of resources available to them to help students with critical issues. i.e Together, SeaMar, YMCA, and counselors ❑ Routine Health lessons, including stress management, depression, suicidal ideation, healthy lifestyles, etc. ❑ Monthly HIB lessons, focused on kindness, respect, inclusion, and anti-harassment topics. ❑ Continue to partner with SeaMar, increasing the number of days of SeaMar onsite services ❑ Schedule assemblies for healthy living ❑ Have Michael Dennis (TOGETHER) and reps from SeaMar come to Health classes to inform students of their roles and resources ❑ Have staff regularly meet students at the doors, greeting them and welcoming them ❑ Begin to explore restorative justice as a PBIS approach. ❑ Increase Leadership/Renaissance opportunities 	Responsibility: Administrators, Counselors, Health and Fitness Teachers, Michael Dennis, SeaMar
	Timeline
	2017-18 School Year
	Resources needed
	Counselor support and materials Classroom/ space Student leaders
	Expected impact
	Decrease student to student conflict that interferes with social well being and learning in the classrooms. Increase morale of students and staff Increase students being referred for help, when needed, and receiving appropriate support Create more empathy for others dealing with mental health issues Teach students how to be advocates/ allies for self and others Create more student leaders
	Progress monitoring
Skyward discipline data, Student Support Team data	

Students are being referred to SeaMar. Due to the lack of available SeaMar staff, many students are not receiving services regularly and some are waiting for services.

Baseline: Started the year out with 5 returning students seeing our SeaMar counselor

Mid-year: Since the beginning of the year we've had 24 new referrals, resulting in 8 new SeaMar clients. This is due in part to insurance qualifications and SeaMar counselor caseload limits.
 End of year:

Attendance Goal: Maintain the average daily attendance at BMS of 96% for the remainder of the school year.

Action Steps:

- Track absences monthly
- Monthly parent attendance classes at BMS
- Increase communication with families when absences become excessive or are unexcused.
- Recognition of perfect and improved attendance at Spirit Assemblies and on announcements
- Improve accountability in attendance practices
- Collaboration across District to create common practices across schools
- Regular Attendance meetings with students and the creation and implementation of contracts
- Identify and reduce barriers to successful, regular attendance

Responsibility:

Shawn Guthrie, Karen Rich, Shannon Linninger, Casey Thorpe, Karen James, Julie Grieve, Linda O'Shaughnessy

Timeline

2017-18 School Year

Resources needed

Attendance class materials
 Methods for routine communication
 Rewards for perfect/improved attendance
 A sign board out front to remind parents of timeliness to school

Expected impact

Increased attendance will lead to improvements in academic performance.

Progress monitoring

Compare quarterly attendance to previous month(s)

Compare to last year's data

Baseline:

Mid Year: 11.2% of students have excessive absences (Least in District)

End of Year:

Achievement Gap Reduction Goal: We will increase the academic success rate of low income students when compared with our “all student body” group.

Action Steps:

- Identify our low income group, sharing with the teachers.
- Establish team focus on these students.
- Identify and respond to their needs at regular meetings
- Provide appropriate materials and connections
- Maintain services for activity bus to allow for increased support and connections
- Scaffolding and graphic organizers will be used, especially to assist these students.

Responsibility:

All BMS Staff

Timeline

2017-18 school year

Resources needed

- List of low income students
- Quarterly D and F reports
- Mentors and interventions
- SST identification, problem-solving, and follow up

Expected impact

With increased focus and support, low income students will be more successful (as defined by individual PLCs).

Progress monitoring

- D and F data
- Attendance data
- Intervention data
- Athletic Participation
- SST Interventions

Baseline: There are 205 students at BMS who receive free/reduced lunches. At the end of 1st semester, there were 166 F's earned by this group.

Mid-year: At the 3rd quarter mark, there were 266 F's earned by this group.

End of year:

Academic Goal: *Increase achievement for all students by using effective instructional strategies, monitoring results, and engaging students in their own learning, as defined by Bush Middle School PLC Student Growth Goals.*

Action Steps:

Each PLC will:

- Identify low achievement students.
- Communicate academic achievement with all staff involved with individual students.
- Establish team focus on these students; respond to student needs.
- Collaborate using data cycles.
- Provide appropriate interventions based on tiers of intervention and continuum of services.
- Communicate academic progress with parents.
- Scaffold to assist students.

Responsibility:

All BMS Staff

Timeline:

2017-18 School Year

Resources needed:

Specific scaffolding strategies, materials, i-Ready, MobyMax

Expected impact:

Increase of student success across all academic areas

Progress monitoring:

- Regular formative check-ins
- Benchmark data
- i-Ready data
- Unit Tests
- Progress toward PLC goals

(Data Monitoring entered here) See Data Monitoring Tool below

DATA MONITORING TOOL	Goal	Baseline	Mid-Year	End									
Wellness	We will connect students with resources for adolescent life challenges and mental health concerns.	<p>Students are being referred to SeaMar. Due to the lack of available SeaMar staff, many students are not receiving services regularly and some are waiting for services</p> <p>Started the year out with 5 returning students seeing our SeaMar counselor.</p>	Since the beginning of the year we've had 24 new referrals, resulting in 8 new SeaMar clients. This is due in part to insurance qualifications and SeaMar counselor caseload limits.										
Attendance	Maintain the average daily attendance at BMS of 96% for the remainder of the school year.		11.2% of students have excessive absences (Least in District)										
Achievement Gap	We will increase the academic success rate of low income students when compared with our "all student body" group.	There are 205 students at BMS who receive free/reduced lunches. At the end of 1st semester, there were 166 F's earned by this group.	At the 3rd quarter mark, there were 266 F's earned by this group.										
Math	<p>By Spring 2018, the following percentage of students will meet or exceed grade level on the iReady benchmark assessment.</p> <ul style="list-style-type: none"> 6th: 55% 7th: 65% 8th: 60% 	<table border="1"> <tr><td>6th: 29.94%</td></tr> <tr><td>7th: 41.43%</td></tr> <tr><td>8th: 32.91%</td></tr> </table>	6th: 29.94%	7th: 41.43%	8th: 32.91%	<table border="1"> <tr><td>6th: 56.21%</td></tr> <tr><td>7th: 49.18%</td></tr> <tr><td>8th: 41.84%</td></tr> </table>	6th: 56.21%	7th: 49.18%	8th: 41.84%	<table border="1"> <tr><td>6th:</td></tr> <tr><td>7th:</td></tr> <tr><td>8th:</td></tr> </table>	6th:	7th:	8th:
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ELA	With the implementation of our new MyPerspectives curriculum, students will increase mastery of	<table border="1"> <tr><td>6th: Average Fall Benchmark score:</td></tr> </table>	6th: Average Fall Benchmark score:	<table border="1"> <tr><td>6th: 57% Average of Mid-Year</td></tr> </table>	6th: 57% Average of Mid-Year	<table border="1"> <tr><td>6th</td></tr> </table>	6th						
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	<p>standards by showing improvement on:</p> <ul style="list-style-type: none"> • MyPerspectives benchmark (given several times throughout the year) • MyPerspectives unit/selection tests 	<p>50.4%</p> <p>7th: Average Fall Benchmark score: 55.7%</p> <p>8th: Average Fall Benchmark score: 50.88</p>	<p>Benchmark (Leimback)</p> <p>7th: 50.3% Average of Modified Unit 1 Assessment</p> <p>8th: 53.7% Average of Modified Unit 1 Assessment</p>	<p>7th Average Spring Benchmark Score: 59.8% (prelim)</p> <p>8th Average Spring Benchmark Score 54% This indicates 6.25% growth from the fall entire assessment. -</p>
<p>Science</p>		<p>6th: 66% met standard (density)</p> <p>7th: Average score correlation/cause 54% & 20% meeting standard</p> <p>Energy Pretest: 6% Met/Exceeded Standard 94% below standard</p> <p>8th Pre and Post Astronomy test Average score increased 20% from 14.6 to 18.2 based on 24 point score</p>	<p>6th: 86% met standard (density)</p> <p>7th: Average Claim/Cause 79% & ____ Meeting standard</p> <p>Energy Post Test 85% Meeting Standard 15% Below standard</p> <p>8th: Volcano/Plate Tectonics Pre and Post Test increased from 25% to 50%.</p>	<p>6th</p> <p>7th</p> <p>8th: Cause/Effect of Volcanoes and Earthquakes w/Human Impact Focus</p> <p><i>Data in progress</i></p>
<p>Social Studies</p>	<p>The Social Studies Department will focus on how to cite sources correctly. Grade level expectations will be met with 90% accuracy in the spring. Percentages will be determined from a summative assessment.</p>	<p>6th: FALL Formative assessment on citing sources and understanding terminology 11-1-17</p> <p>38% of students scored 20% and below</p> <p>35% scored between 21-40%</p> <p>25% scored between 41 and 60%</p> <p>2% scored between 61 and 80%</p> <p>Nothing above 80%</p>	<p>6th: WINTER Formative assessment on citing sources and understanding terminology 2-5-18</p> <p>8% of students scored 20% and below</p> <p>22% scored between 21-40%</p> <p>31% scored between 41-60%</p> <p>20% scored</p>	<p>6th</p> <p>7th</p> <p>8th: END CBA Research Paper (March) Source Documentation Score</p> <p>CBA Research Paper (Mueller) Ave. level: 3.25 Met Standard: 94%</p>

7th
 Fall pre-test:
 Nov, 2017
 4: 22%
 3: 28%
 2: 35%
 1: 15%

8th: **BASELINE**
 Formative
 assessment on citing
 sources (Oct.)
Pre-Test (Mueller):
Met Standard: 28%
 4 at level 4
 28 at level 3
Below Standard: 72%
 47 at level 2
 27 at level 1
 10 at level 0

Summative
 assessment on citing
 sources (Nov).
Post-Test (Mueller)
Met Standard: 91%
 79 at level 4
 29 at level 3
Below Standard: 9%
 9 at level 2
 2 at level 1
 0 at level 0

**Pre-Test
 (McCauley):**
Met Standard
 31 of 129 (24%)
 5 at level 4
 26 at level 3
Below Standard 98 of
 129(76%)
 41 at level 2
 46 at level 1
 11 at level 0

Summary: Eighth
 grade students are
 working on accurate
 MLA citation; either
 correcting EasyBib
 or writing the
 citation manually.
 Data is collected
 from project
 documentation and
 MLA formal
 assessments, with a
 focus on

between 61-80%
 18% scored
 between 80-100%
 7 of the 41-60%
 were 60%, so
 loosely 54 % got a
 60% or
 better;compared to
 the fall at roughly
 27%. Definite
 improvement.

7th: Mid-Year
 Citing Sources in
 Medieval
 Character
 Narrative:
 Average score
 out of 10:
 1st Period: 7.18
 2nd Period: 6.89
 3rd Period: 6.96
 4th Period: 8.56

8th: Mid-Year
 Mid year summative
 assessment on
 citing sources(Feb)
**Post-Test
 (McCauley)**
Met Standard
 109 of 132(82.6%)
 66 at level 4
 43 at level 3
Below Standard 23
 of 132 (17.4%)
 19 at level 2
 2 at level 1
 2 at level 0

8th: Tribe
 Research Paper
 (Nov-Dec) *Source
 Documentation
 Score*
**Tribe Paper
 (McCauley):**
Met Standard
 67 of 130 (52%)
 18 at level 4

71 at level 4
 40 at level 3
Below Stand.: 6%
 8 at level 2
 0 at level 1
**CBA Research
 Paper (McCauley)**
Ave. level: 2.8
Met Standard:84.7%
 21 at level 4
 90 at level 3
Below Stand.:15.3%
 14 at level 2
 6 at level 1

Summary: Eighth
 Students' ability to
 cite sources
 correctly was
 compared on two
 research papers,
 completed at
 different points in
 the year. "Source
 documentation"
 scores from the
 CBA indicate that
 the vast majority of
 students did learn
 and apply that skill.

parenthetical citations.

49 at level 3
Below Standard
63 of 130 (48%)
35 at level 2
25 at level 1
2 at level 0

**Tribe Paper
(Mueller)**

Tribe Research
Source

Documentation

Average level 2.88

Met standard: 65%

47 at level 4

30 at level 3

Below standard: 35%

35 at level 2

4 at level 1

2 at level 0

Summary: Seventh grade students are working on understanding and using the MLA format. Students are expected to correctly complete internal citations. Data is collected from report rubrics.

Summary: Sixth grade students are expected to cite sources for all research via EasyBib and to show a basic understanding of the MLA format. Data is collected from research projects and summative assessments.

Summary: Eighth After lessons on using MLA style to cite sources, and a pre and post test, students applied the concept to actual research papers. On the Tribe Report rubric, "source

			documentation” was evaluated on a 4 point scale for each paper. This mid-year data will be compared to source documentation data from the CBA research paper.										
Music		<table border="1"> <tr><td>6th</td></tr> <tr><td>7th</td></tr> <tr><td>8th</td></tr> </table>	6th	7th	8th	<table border="1"> <tr><td>6th</td></tr> <tr><td>7th</td></tr> <tr><td>8th</td></tr> </table>	6th	7th	8th	<table border="1"> <tr><td>6th</td></tr> <tr><td>7th</td></tr> <tr><td>8th</td></tr> </table>	6th	7th	8th
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PE/ Health	Students will improve or stay the same for their pacer fitness test. Final vs. Baseline should see an improvement by at least 1	<table border="1"> <tr><td>6th Baseline Data</td></tr> <tr><td>7th Baseline Data</td></tr> <tr><td>8th Baseline Data</td></tr> </table>	6th Baseline Data	7th Baseline Data	8th Baseline Data	<table border="1"> <tr><td>6th</td></tr> <tr><td>7th 48% improved 24% stayed the same 28% did not improve</td></tr> <tr><td>8th</td></tr> </table>	6th	7th 48% improved 24% stayed the same 28% did not improve	8th	<table border="1"> <tr><td>6th</td></tr> <tr><td>7th</td></tr> <tr><td>8th</td></tr> </table>	6th	7th	8th
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