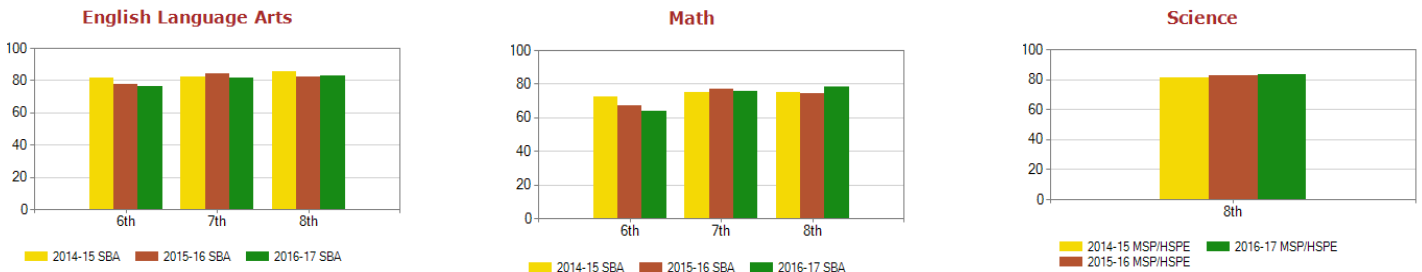


2017-2018

Washington Middle School Improvement Plan

Enrollment	835
Free/Reduced Lunch	15.7%
Special Services	11.7%
English Language Learners	1.3%
Unexcused Absence Rate	0.4%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

Washington Middle School continues its effort to improve communication with parents regarding school resources, school events, academic performance, and student behavior.

- We will continue positive communication with families by utilizing School Messenger, Skyward Grading, Schoology and Messenger, and a positive recognition ceremony twice a year.
- The WMS school website will continue to inform the community of school-wide events, school calendar, lunch menu, upcoming events, and important school news.
- Teachers will update classroom Schoology or web pages on a weekly basis and will strive to post grades in Skyward within a week of assignment completion.
- WMS will continue Curriculum Night in the fall to give parents an opportunity to meet teachers and learn about class curriculum.
- WMS will continue to offer Parent-Teacher conferences in the fall
- WMS video announcements will be posted and live-streamed daily on the WMS website.
- All staff will receive a daily email reminder of staff who are absent and the name of their substitute. It will also include important daily information.
- Staff will receive an updated weekly calendar each Monday reflecting schedule changes and daily activities.
- WMS will offer community nights to showcase students learning

Safety Goals:

- Folders will be provided to all substitutes and will include the current safety plan and school map. All emergency backpacks and posted emergency exit routes will be at the same location in each classroom.
- Staff will learn and rehearse the Level 2 Emergency Plan during the school year, by job description. Everyone will know the safest route to our reunification site by walking to it in grade level groups.
- By November 15, the building Level 2 Emergency Plan will be updated per District guidelines, and will include a classroom and cell phone document, an extended stay list of staff, updated staff and map information, and an alternate evacuation site.
- Through monthly drills, students will be taught the purpose and behavioral expectations and responsibilities for all emergency situations including a lockdown, earthquake and fire drill
- We will find alternative communication systems for Tech Arts, PE, music rooms, hallways during passing times, and the cafeteria/commons during lunch (ADA compliance).
- We will provide crossing guards with walkie-talkies, to be carried at all times. These also need to be available when teachers and classes are outside of their generally assigned indoor space.
- Multiple staff members will be trained in emergency shut-off operations (gas, water, electric).
- Communication of the safety plan will be available on our website.
- Reunification areas (student to parent/custodian) will be separated alphabetically ($\frac{1}{3}$ cafeteria, $\frac{2}{3}$ will be in the main gym).

Achievement Goals:

ELA

ELA teachers will utilize common grade level assessments to measure progress. The information gleaned from the common grade level assessments will be turned into meaningful and specific feedback. As a result, by June 2018, student achievement will increase with the following specific targets:

- 6th grade: SBA scores will increase 3 points (from 78 to 81)
- 7th grade: SBA scores will increase 3 points (from 83 to 86)
- 8th grade: SBA scores will increase 3 points (from 84 to 87)

ELA SPED

By June 2018, fifty percent of all Special Education students will be proficient in their English Language Arts SBA scores moving from 34% meeting proficiency to 50% reaching proficiency as measured by the SBA

ELA POVERTY

By June 2018, sixty-five percent of all students of poverty will be proficient in their English Language Arts SBA scores moving from 58% average reaching proficiency to 65% reaching proficiency as measured by the SBA.

MATH

Teachers will develop common formative assessments and use this information to provide specific interventions to increase student achievement by the end of the 2017-2018 school year, with the following targets:

- 6th grade: SBA scores will increase 6 points (from 64% to 70%)
- 7th grade: SBA scores will increase 6 points (from 64% to 70%)
- 8th grade: SBA scores will increase 4 points (from 76% to 80%)

MATH SPED

Current Reality: 26% (6th grade), 12% (7th grade), 27% (8th grade) of WMS students served in SPED math met standard as defined by the SBA score (it should be noted that students who are considered to be on pace to meet standard traditionally exit SPED). By the end of the 2017-18 school year, students served in SPED math will demonstrate 1.5 years of growth as determined by the SBA and/or MAP.

MATH POVERTY

By the end of the 2017-18 school year, students in poverty who have not previously met standard will demonstrate 1.5 years of growth as determined by the SBA and/or MAP.

SCIENCE

- We will identify essential standards for each grade level.
- We will develop at least one common summative assessment for each FOSS course.
- We will develop at least one common formative assessment for each FOSS course.
- We will establish common science vernacular across grade levels.
- We will use data collected this year to identify and intervene with tier 2 students.

SCIENCE SPED

We will develop strategies and interventions to decrease by 10% the number of SPED students in tier 3 based on data collection.

SCIENCE POVERTY

We will develop strategies and interventions to decrease by 15% the number of poverty students in tier 3 based on data collection.

Professional Growth Goals:

Professional development at Washington Middle School will focus on the continuation in the development of our Professional Learning Communities. In 16-17 we developed the groundwork by establishing team norms, our school mission, a school vision, and began working in conjunction with the book, *Learning by Doing: A Handbook for Professional Learning Communities at Work*. We will continue utilizing this resource and create shared learning for our certificated staff. Furthermore, our PLC groups made up of subject-level teachers will research and develop common grading practices for each department. This will include the development of scoring rubrics as well as “non-negotiable” grading practices. In our grade/subject level PLC teams, the focus will be on developing common formative assessments to be used for targeted instruction during our PAWS time (core-flex time each Tuesday and Thursday).

PBIS Goals:

- We will continue to gather safety related feedback from students at the beginning and end of each school year including a Harassment Intimidation and Bullying Survey so staff can make informed safety related decisions.
- Review common language for staff and students which will reinforce correct behavior and support expectations
- Increased communication of expectations to students and staff.
- Using our PAWS time to educate and regularly review building expectations.
- Review with staff the expectations and systems for major and minor office discipline referrals.
- Monthly grade level meetings to identify any students who need additional training with school-wide expectations.
- Produce videos (as needed) to promote school unity and demonstrate school-wide expectations.
- PAWS ceremony continued at least twice this year.

Strengths:

- Strong parent and community support
- Teaching staff that are open to best practices to improve student learning
- Wide variety of elective opportunities for students
- Staff awareness regarding the importance of staff-student relationships
- Positive work environment which allows for healthy, collegial relationships which also includes off-campus planned activities
- Welcoming and supportive staff
- School has a strong reputation
- State assessment scores
- By and large a happy student body and parent community
- Outstanding CTE (media, tech, arts, robotics, video production) program
- Increasing support for poverty families and students in crisis

- Academic interventions in place for struggling students
- Variety of clubs and organized events for students

Opportunities For School Growth:

- Maintain building-wide focus on shared vision and mission of school
- Communicate with clarity to all certificated and classified staff regarding para support roles in classrooms.
- Continuation in the development of our professional learning communities
- Look closely at standards, determining need-to-know and nice-to-know standards for each subject/grade level
- Further develop common, formative assessments to assess the essential standards
- Extend students' learning after they meet standard
- More effectively target students not meeting standards by utilizing an improved intervention menu
- Align grading practices to reflect standards
- Increase special education students' exposure to grade level curriculum
- Creating more opportunities to include parents in volunteer roles
- Develop staff awareness surrounding racism