



Continuous School Improvement Plan (CSIP)

Washington Middle School

2014-2016

Susan G Follmer, Principal

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our school's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

### Mission and Vision

Our school's mission statement articulates the values and actions that we are committed to in service of students. Our school's vision statement shares what we see as the ideal outcome of our efforts.

#### Mission

Mission: At WMS, we celebrate the middle school moment – educating and supporting a unique and vibrant community of learners preparing for the future.

#### Vision

Vision: A welcoming community of engaged, diverse and inspired learners

Core Values: Diversity, Integrity, Respect, Accountability, and Teamwork

### School-Wide LAP Program

Schools within Seattle Public Schools receive either Federal Title I funding or Washington State Learning Assistance Program (LAP) funding in order to support student and school performance and to meet academic and accountability goals. Our school receives LAP funding. Information on our School-Wide LAP Program is listed below.

#### Conducted needs assessment to determine our CSIP goals that help target students meet standard

At Department Meetings, PLC and Collaborative Planning meetings, core-subject teams (Writing, Reading, Math, and Science), Grade Level Teams, in our iTeam (FEL Innovation Team), and in our Building Leadership Team (BLT) and Instructional Council Team (IC) that includes parents and community, we analyzed student achievement data from MSP, MAP, classroom-based assessments, and other building data. We then developed data-based SMART goals for student growth in all major goal areas.

### Use reform strategies to improve student learning

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. For the coming year, we have continued having most of our English Language Arts/Reading and Math classes being taught by a general education and special education teacher allowing us to differentiate instruction effectively. Many of our students in the SM1, SM2 and SM3 special education programs participate in one or more classes with their general education peers. Additionally we have implemented strategies to make inclusion effective, such as offering professional development, having instructional assistances in science classrooms, and having an inclusion PLC. We have added sections of ELL specific math support, added math "lab classes" for MSP L1 and L2 students to have a second math class, added after school reading classes for L1 and L2 students who need additional reading support, and implemented Read 180 during our LAP funded reading classes. We are also beginning to use System 44 for reading support for our very low L1 readers. With our FEL program, we have added significant academic support classes to our after school program that target subjects (reading, writing, math, and science) or specific sub-groups of students, such as our Latino and African American students. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals. In specific, we are focusing on non-fiction literacy strategies, standards based grading practices, better understanding of the Common Core Standards (CCS), and strategies to build and strengthen relationships (student, family, and staff).

### Offer professional development that is high quality and ongoing

As a whole staff, we are focused on: Common Core Standards, standards based grading, differentiated instruction, and building positive relationships. We have added additional early release days to our schedule to focus on collaborative lesson/unit planning; common assessment development; examination of student data/results; and curriculum alignment, especially as it relates to CCS. Much of our district professional development time is dedicated to PLC work. Staff have self-selected their PCLs, with a primary emphasis on subject rather than grade or program. Whole building PD is primarily used to train staff around district-wide initiatives, such as PG&E. As a whole staff we are also focusing a large portion of our PD on race, equity, and restorative justice, with two full-day workshops as well as monthly trainings at all staff meetings. Individual staff or small groups of staff may apply for additional support to attend PD during the school year or during the summer. SPD continues to offer professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have some access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.

### Increase parent/family involvement

Every major student learning goal includes activities and strategies for increasing parent involvement. We have increased our use of multiple methods of communicating parent/family events to our community, which, according to data gathered is increasing the quantity of parents participating in all events. To date, we have had seven family engagement events in the months of September and October. Our PTSA is sponsoring our parent conference program in late November, as well as parent trainings provided at all PTSA General meetings. The FEL grant that we received included 5 family/community events as a required element of our Parks and Recreation CLC partnership. Our El Centro partners are looking at adding community events for our Latino families. Our College Success Foundation team will also be part of the community events. During the day, our extensive tutoring, mentoring, and volunteer program continues to support individual students and classrooms, and is constructed primarily of family volunteers and university students. Our Family Engagement Team is reviewing all events with a lens towards ensuring ELL, SPED, and families of color or poverty are being included or targeted for each event.

Involved our teachers in decision-making	Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. Currently we meet twice per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members. The building has an adopted decision making matrix. Staff and parents (depending on the group) also participate in our other organizations: Instructional Council, Safety Committee, and SIT team, Family Engagement Team and iTeam.
Assist our students to meet standards	Our CSIP targets underachieving students in a number of specific areas of student learning. Many of our teachers also incorporate standards based teaching and grading practices.
Retain high quality, highly-qualified staff	We provide a new staff orientation prior to the start of school. All new staff are monitored by their department heads, team leaders, etc. for support needs, instructional needs, etc. Admin team is working to calibrate goal setting and observation skills to better provide consistent, timely, and supportive feedback. All staff are now evaluated using a standards based system that the State of Washington implemented in 2013 (TPEP).
Transition new students and families into our schools	We offer at least one evening open house, multiple school tour dates, one "Ice Cream Social" for all new students and families, orientations for both 6th grade students and for new 7th and 8th grade students, WMS 101 for new family members, and multiple parent events all designed to help transition new students to school. The Septemer and October transition events that were attended by over 1,000 students and family members included: Ice Cream Social, the Bite of Washington, First Day Welcome, and Curriculum Night. Over 100 family members attended WMS 101, featuring specific transition information for parents plus Q/A time with the principal and the PTSA officers. Additionally through community based organizations (CBO) we offered and are hoping to offer again a summer bridge program for many incoming 6th graders.
Track "Highly Qualified" (HQ) staff	The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 65 Highly Qualified teachers in this school and 16 Highly Qualified instructional assistants.

## LAP Funding / Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
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## School Review

### Data Review

The first step in developing this CSIP was completing a comprehensive review of our school. When doing so, we looked at our data across many dimensions and subjects, including, but not limited to, the following reports:

- Attendance Reports
- Family and Education Levy Innovation Grant Data
- GPA / Coursework Reports
- Measures of Academic Progress (MAP) Progress Reports
- Performance Management Data and Reports (District Score Card/School Reports)
- State Assessment Reports
- Student / Staff / Family School Climate Reports

### Issue Summary

After completing our data review and reflecting on what it means, we've identified the following key issues facing our school:

#### Academic Outcomes

**1.** Not meeting standard on state math test

While our overall passing rate for students in math is good, there remain pockets of students whose performance either continues to be below other groups or reversed growth this year. We continue to add additional math lab classes, specific ELL classes, family events, a PLC model on the math team, and expanded collaborative time to attack the gaps in math.

In 2013-14, we will track the cohort data for our current 6th and 7th grade students to identify why we had such a significant drop in our 2012-13 6th grade math scores. Within our 7th and 8th grade math, we are continuing our "lab" classes, as the results (MSP, MAP, and formative assessment) all show this strategy is successful for student growth and achievement.

**2.** Not meeting standard on state reading test

While the overall passing rate of our students in reading is showing steady improvement, we know that additional steps to close the reading gap are necessary. We continue to use targeted instructional time for students in the L1 and L2 zones. We use Readers Workshop and other targeted teaching models for instruction, and continue to work on expanding our skills as reading teachers across all content areas to address this gap. We are continuing to use Read 180 in our LAP funded reading classes, and will be expanding its use to other classrooms in October. To expand our reading interventions we are using System 44 to support and grow our significantly low L1 readers, many of whom qualify for SPED services. Initial student data (formative and summative) is positive. We will also continue to offer our Project Excel MSP prep program during winter and spring for targeted L1, L2 and low L3 students. And we continue to offer extended day reading classes for targeted or interested students.

**3.** Not meeting standard on state writing test

Using cohort data, 68% of the 2012-13 7th graders grade passed the MSP in 4th grade and 77% passed in 2012-13. Thus our instructional method is helping students grow as writers. As we grow as a community of writers, with Writers Workshop now being used as a primary method of teaching writing, we struggle with balancing the Writers approach with other strategies. As a writing community, we have dedicated time to collaborate, plan, and analyze student work consistently. We will continue a partnership with Writers in the School, as funded by our PTSA. We have also moved into a full inclusion model for nearly all SM1 and many of our SM2 students in special education. Our ELL team continues to utilize Writers and Readers, and based on WELPA performance, this is having a positive impact on students.

**4. Not meeting standard on state science test**

In 2012-13 75% of students passed the Science MSP. While these science scores are strong, the gap for students of color still remains a concern. For example, approximately only 50% of Latino and Black students passed the science MSP in 2013. We continue to dig further into the instructional model, with our department working to collaborate as often as possible with regards to students work, curriculum, and assessment. A significant example of collaboration is that 8th grade science teachers have begun to fully implement a standards based curriculum and many common assignments and assessments in Science 8. This, along with changes in instructional practices, may have been a key part of the continued MSP Science results.

**School Climate**

**1. Low family or community engagement**

While our family engagement and involvement is extremely high for some groups in our school, particular racial and ethnic groups continue to show a smaller percentage of participation in the school than we would like to see. We are actively targeting our family partnership work towards these families in an effort to increase both their engagement and involvement. As part of our FEL grant, we have dedicated funds and expectations to offering at least 5 family engagement events. Our PTSA is also expanding their offerings, including events such as WMS 101, that are designed to help or support families work with their middle school students. The PTSA this year is making a concentrated effort to translate many of their documents into our primary languages. Finally WMS has re-established its Family Engagement and Action Team (FEAT) to review and plan all events with a focus on ensuring ELL, SPED, families of color, and/or poverty are being included or targeted for each event.

## Focus Area Details

### Focus Areas

While our school works on numerous areas to varying degrees throughout the year, we decided to target our efforts through specific focus areas over the next two years based on the outcome of our school review and issue summary. **Focus areas are overarching themes around which our school dedicates resources to improve specific student outcomes.** A focus area contains six parts, which are defined below. It is important to note that all schools are asked to include mathematics as a focus area since it is a district-wide priority. Further, all schools are instructed to include focus areas for any AYP area that was not met.

**Student-focused SMART goals:** A SMART Goal is Specific, Measurable, Actionable, Realistic, and Timely. It includes a key student performance (outcome) measure, the student population to which the measure applies, the actual percentage based on the most recent data available, the target percentage, and who is ultimately responsible for ensuring the goal is met. SMART goals are chosen carefully based on school- and student-level data. SMART goals are generally limited to less than five in each focus area so that a school can maintain realistic expectations and remain targeted in its improvement efforts. It is important to note that while a CSIP spans two academic years, SMART goals are generally annual goals. SMART goals for the following year will be revisited and established each winter.

**Strategies:** the specific approaches, or proven methods, which will be used to reach SMART goals within each focus area. Seattle Public Schools supports foundational strategies (Balanced Literacy, High Level Teaching Moves, etc) and differentiated (targeted) strategies to meet all students' needs. Each strategy falls within an established category in the CSIP and is listed with a specific frequency as well as brief description of what the school will actually be doing to meet its SMART goals within the associated focus area. Each strategy within the CSIP also indicates who is ultimately responsible for seeing that the strategy is implemented as planned.

**Progress monitoring:** the specific methods that will be used to ensure that action is taken towards reaching the school's SMART goals. For each progress monitoring method, this includes identifying which instruments will be used at what frequency, as well as who is ultimately responsible for monitoring and reporting progress. It is important to note that various assessments, such as MAP, or individual student plans may have additional progress monitoring activities in the form of benchmarks throughout the year at the individual student level.

**Professional development:** the ways in which a school will seek to train and engage teachers and staff to effectively carry out the strategies in each focus area. Each professional development opportunity can be grouped into a category, and should be reported along with who will be required to participate, the primary facilitator, the frequency, and who is ultimately responsible for seeing that the professional development takes place.

**Family engagement:** the specific type of family and community engagement a school will employ and the specific family engagement strategy it will implement in order to communicate, serve, and partner with its ethnically and linguistically diverse families in support of student achievement.

**Community partners:** contact and descriptive information about organizations and individuals who collaborate with a school in support of attaining its SMART goals within one or more focus areas.

The following pages include this information for each of our school's focus areas.



## Focus Area: Mathematics

The gap in math for our students of color and students of poverty continues to be an area of focus both in the school and as a district. This year, we are adding specific intervention and case management work with individual students as identified by MAP, MSP, or attendance data. We are partnering with Seattle University and Seattle Pacific University to bring additional support into the classroom or directly to individual students. We have expanded our after school program to include Technology Access Foundation and targeted math support. This work, along with our continued approach to additional time on math for students in these core gap areas, as well as all L1 and L2 levels is our primary focus as a math team. We are also looking to use the "I Can Learn" software support for L1 and L2 students. We continue to push access to higher math, with a goal of all students being successful in Algebra I or beyond when they arrive at high school.

### 2014-2016 SMART Goals for Mathematics

1. For 6th grade students we will increase the percentage of students proficient on the state test from 70% to 75%. The person responsible for this goal is and Math Team; Kurt G Cohrs; Patricia Guenther.
2. For 7th grade students we will increase the percentage of students proficient on the state test from 60% to 68%. The person responsible for this goal is Kurt G Cohrs; Patricia Guenther; and the Math Team.
3. For 8th grade students we will increase the percentage of students proficient on the state test from 68% to 73%. The person responsible for this goal is and Math Team; Kurt G Cohrs; Patricia Guenther.
4. For all students we will increase the percentage of students moving up one level on the state test (L2 - L3) from 38% to 48%. The person responsible for this goal is Kurt G Cohrs; Patricia Guenther; Taylor D Hansen.
5. For all students we will increase the percentage of students moving up one level on the state test (L1 - L2) from 24% to 38%. The person responsible for this goal is Kurt G Cohrs; Patricia Guenther; Taylor D Hansen.

### Strategies for Mathematics

#### Instructional Focus

1. Small group/individual

*Frequency:* 4 Times per Day

*Lead:* Patricia Guenther

Math Lab classes for 7th and 8th grades students in L1 and L2; participants are primarily Latino, African American, and students in poverty.

2. Small group/individual

*Frequency:* Twice per Week

*Lead:* Taylor D Hansen

PROJECT EXCEL or MSP prep class - primarily focused on L2 students, most of whom are in same target groups as Strategy 1.

3. Co-teaching/integrated teaching

*Frequency:* Daily per Year

*Lead:* Kurt G Cohrs; Patricia Guenther; Kathryn O'Leary; Ellen J Zrimsek

For the 2013-2014 year, we are continuing our Special Education model that is primarily inclusion based. Students experience a team teaching model of inclusive instruction around their math goals. For students who are unable to access the general education curriculum we provide a resource model. We believe this model of instruction will provide students in Special Education access to their peers and access to an instructional method that will best support their math progress.

#### 4. Flexible grouping

*Frequency:* Daily per Year

*Lead:* Kurt G Cohrs; Patricia Guenther; Maxine H Hansen

#### Time

1. Before or after school instruction

*Frequency:* 5 Times per Week

*Lead:* Taylor D Hansen; Sigrid F Batara

#### Materials

1. Supplemental instructional materials (i.e., Singapore/Saxon)

*Frequency:* Daily per Year

*Lead:* Kurt G Cohrs; Patricia Guenther; Taylor D Hansen

### Progress Monitoring for Mathematics

#### Assessment

1. MAP

*Frequency:* Twice per Year

*Lead:* Taylor D Hansen

2. Pre/post assessment

*Frequency:* Twice per Year

*Lead:* Taylor D Hansen

3. Classroom based assessment

*Frequency:* 5 Times per Week

*Lead:* Anna M Box

#### Other Student Data

1. As developed by iTeam Lead

*Frequency:* Twice per Month

*Lead:* Taylor D Hansen

Focused 6th grade Math Classes for students served in the English Language Learners Program. Because of the heavy reading demand as part of the CMP curriculum, we believe that serving our 6th grade ELL students in designated classrooms, with the support of the entire ELL IA staff, and with reduced class sizes provides them with a better start to the CMP2 series and success in middle school math.

Technology Access Foundation program, Math Study Club, Math Team, and Math Challenge classes - part of after school programs. Student identified by MSP, MAP, or current class performance are targeted to one or more of these after school programs. They also are tracked for individual case management.

Use of I Can Learn software in Math Lab classes and in after school extended day math classes.

MAP results used to identify students for extra support, challenge, and extra attention; identify students for LAB or exit from LAB classes;

PROJECT EXCEL pre and post data gathered to show growth during targeted MSP prep.

Instructors and coach analyze student work and assessment data (CBA, exit tickets, classroom observations, CMP2 pre and post unit tests, summative and formative data collected in the math classrooms) during collaborative time. Student progress in LAB classes closely monitored.

As part of our Innovation grant with FEL, students identified for support are tracked at least twice a month for classroom performance, including completion of work and performance on assessments.

## Professional Development for Mathematics

### Data Analysis

*Participants:* Math Team

*Facilitator:* Instructional Coach

*Frequency:* Twice per Quarter

*Lead:* Anna M Box

Collaborative Team (a PLC /Data Team model) - Math team has developed two Collaborative Teams (PLC) with a specific purpose of examining student work in an effort to improve their practice and student skills. Coach works directly with Collaborative Teams.

### Training

*Participants:* Teachers

*Facilitator:* District Staff Member

*Frequency:* Other per As needed

*Lead:* Anna M Box

Various PD Trainings and Conferences - Trainings targeted at Common Core State Standards, assessment, Standards Based Grading, ELL instruction, and other specific math topics are part of the menu at these events

## Family Engagement for Mathematics

### Family Support

*Strategy:* Family Nights

*Frequency:* Once per Year

*Date:* 1/23/2014

*Lead:* Kurt G Cohrs; Family Engagement Team

A new intervention for the 2013-14 school year is that the Math Department will provide specific math instruction, games, strategies, and information to families. Food and beverage provided to increase attendance.

### Student Learning

*Strategy:* Tutors

*Frequency:* Daily per Year

*Lead:* Susan J Huntley

Tutors from families, community and universities meet daily with targeted students. Classroom and individual tutoring provided.

## Community Partners for Mathematics

### Rainier Scholars

*Contact:* Sumico Huff

*Phone:* (Unspecified)

*Email:* (Unspecified)

*Funding Source:* External Organization Funded

*Length of Partnership:* Multi-year

Rainier Scholars supports a large number of our students of color as they seek the highest opportunities in academics. Rainier Scholars monitors students in their program and supports them with targeted classes outside the school day.

**WMS PTSA**

*Contact:* Lesa Sroufe; Sally Hulsman  
*Phone:* (Unspecified)  
*Email:* (Unspecified)  
*Funding Source:* PTSA or Parent Funded  
*Length of Partnership:* Multi-year

PTSA provides funding support for field trips, guest speakers, and targeted learning opportunities. PTSA provides parent conference funding, math academy support and other support, as well as a number of tutors.

**ACT**

*Contact:* Alex Stuart  
*Phone:* (Unspecified)  
*Email:* Alexs@act-ol.com  
*Funding Source:* External Organization Funded  
*Length of Partnership:* Multi-year

Alex is the rep for our Promethean Boards. He has provided technical support as well as multiple onsite trainings over the last three years. Trainings have already occurred in August. Goals of increased use of technology, student engagement, and improved instruction is supported by his work.

**Technology Access Foundation**

*Contact:* Sarah Wilkes  
*Phone:* (Unspecified)  
*Email:* sarahw@techaccess.org  
*Funding Source:* City Funded  
*Length of Partnership:* Multi-year

Technology Access Foundation is part of our new iTeam, as funded by the FEL grant. TAF is targeting African American students for their after school technology and robotics program which is heavily based in math standards.

**Seattle University**

*Contact:* Sally Haber  
*Phone:* (Unspecified)  
*Email:* (Unspecified)  
*Funding Source:* External Organization Funded  
*Length of Partnership:* Multi-year

Redhawk Mentors are working specifically with 6th grade students as part of the Seattle University Youth Initiative. SU has provided a full-time Americorps worker on campus to help link students with SU tutors. Additional SU tutors will be focused on math support in all math 6, 7, and 8 classrooms.

**End of Mathematics**

## Focus Area: Writing

Our focus on writing not only addresses the needs our students have in writing, but also supports the writing-heavy assessments in math, reading, and science. Many LA teachers have had multiple trainings on the Readers and Writers workshop model, and continue to use many of these structures and lessons in the classroom. We have also continued our work with Writers In The Schools, bringing resident writing teachers to campus to work in many of our LA classrooms. We are also partnering with EMP to bring additional writing support to our 6th grade students. To prepare for the new State Assessments in 2014-2015, we are emphasizing across grade levels and programs the need to prepare students to write thorough summaries of literary and information texts, and text-based argument essays grounded in evidence found in complex texts, including media.

### 2014-2016 SMART Goals for Writing

1. For 7th grade students we will increase the percentage of students proficient on the state test from 77.6% to 80%. The person responsible for this goal is Robert Rose-Leigh.
2. For 7th grade students receiving Special Education Services we will increase the percentage of students making gains on the state test from 40.7% to 50%. The person responsible for this goal is Kathryn O'Leary; Ellen J Zrimsek.
3. For all students receiving English Language Learners Services we will increase or maintain the percentage of students scoring above the state's expectation of 67.5% from 77.3% to (unspecified). The person responsible for this goal is Joanna Forsyth.

### Strategies for Writing

#### Instructional Focus

##### 1. Workshop model

*Frequency:* Daily per Year

*Lead:* Robert Rose-Leigh

Writers workshop continues to be the primary method of writing instruction used in LA classrooms. Additional strategies to meet writing goals include using Common Core Standards and grade-level continua to regularly assess student work and guide further instruction. Also: a) transference of skills by integrating curriculum across subject areas, such as nonfiction reading and writing assignments in Science, Reading, and Language Arts classes, focusing on summarizing by identifying claims, supporting evidence, and providing analysis; b) close reading of nonfiction and fiction emphasizing claim/thesis, text-based evidence, and analysis; c) “talking in essays” and debating with partners to support same goals; d) developing and using “text sets” for argument-based essays, and doing more “flash drafts” of argument-based essays; e) working with EMP to design a fantasy fiction unit integrating reading, writing, social studies, and communication skills.

##### 2. Co-teaching/integrated teaching

*Frequency:* Daily per Year

*Lead:* Kathryn O'Leary; Ellen J Zrimsek

For the 2013-2014 year, we are continuing our Special Education model that is primarily inclusion based. Students experience a team teaching model of inclusive instruction around their writing goals. For students who are unable to access the general education curriculum we provide a resource model. We believe that this model of instruction will provide students in Special Education access to their peers and access to the instructional method (Writers Workshop) that will move them the furthest.

3. Complex instruction  
*Frequency:* Daily per Year  
*Lead:* Classroom teachers

4. Scope and Sequence  
*Frequency:* 4 Times per Year  
*Lead:* Robert Rose-Leigh

5. Pre and Post Assessments  
*Frequency:* Once per Quarter  
*Lead:* Classroom teachers

6. Writers in the School  
*Frequency:* Daily per Other  
*Lead:* Robert Rose-Leigh

#### **Time**

1. Blocking and looping of LA/SS classes for grades 6 and 7  
*Frequency:* Daily per Year  
*Lead:* Patricia Guenther

#### **Progress Monitoring for Writing**

##### **Other Student Data**

1. Writers Notebooks  
*Frequency:* Daily per Year  
*Lead:* Classroom teacher

2. Pre and post writing assessments  
*Frequency:* Other per As needed  
*Lead:* Classroom teacher

#### **Professional Development for Writing**

##### **Instructional Practice**

*Participants:* All Staff in Focus Area  
*Facilitator:* Consultant  
*Frequency:* Once per Year  
*Lead:* Robert Rose-Leigh

LA teachers, in addition to using Writer Workshop, are focusing on the writing process and writing traits. The writing process provides specific instruction in: pre-writing, drafting, revision, editing, and publication. The writing traits focus presents detailed instruction in: sentence fluency, word choice, organization, ideas, conventions, and voice.

The department will focus on updating a scope and sequence for writing units, grades 6th through 8th.

The department will use pre and post on-demand prompts for assessing baseline and growth in student writing in grades 6th through 8th.

WITS continues to work with individual teachers and their classes to enhance the writing experience. Their primary focus has been on poetry, but they bring expertise to all areas of writing.

All students in general education grades 6 and 7 have a 110 minute block every day. All 6th grade students loop to 7th grade with the same LA teacher when possible.

Writers notebooks are monitored on a consistent basis; teachers conference with students; publishing parties; and other related activities designed to capture data around writing improvement.

Classroom teachers collect, analyze, and report progress during collaboration time.

Writers Workshop (WW) Conference (summer institute) - WW brings all WMS staff participants together to share strategies, challenges, successes, etc. In addition to whole group instruction, individual and cohort collaborative time is provided.

**Content Knowledge**

*Participants:* Teachers in Focus Area  
*Facilitator:* Staff Member  
*Frequency:* 4 Times per Year  
*Lead:* Teachers

Curriculum alignment across subject, program, and grade - teachers collaborate closely to analyze standards and student data, using this info to retool and scaffold aligned curriculum per student's needs. Teachers will collaborate and participate in the district-initiated PLC model. A particular area of emphasis will be informational and non-fiction writing.

**Family Engagement for Writing****Student Learning**

*Strategy:* Writers Workshop Celebrations  
*Frequency:* Other per Other  
*Lead:* Robert Rose-Leigh  
*Strategy:* Organize all Family Literacy Nights  
*Frequency:* Once per Year  
*Date:* 4/10/2014  
*Lead:* Beverly Zanetti

Writers Celebrations - All WMS students will identify pieces of writing to publish and share on a regular basis via classroom, grade level and cross grade level "publishing parties", which families are encouraged to attend.

WALApalooza III - All-school evening celebration of the written and spoken word.

**Community Partners for Writing****Writers in the School (WITS)**

*Contact:* Rob Rose-Leigh  
*Phone:* 252-2600  
*Email:* (Unspecified)  
*Funding Source:* PTSA or Parent Funded  
*Length of Partnership:* Current year

Through a PTSA grant, WMS will work with Writers in the Schools; they provide resident professional writers to teach specific genres serving nearly 400 students during the 2013-2014 school year.

**End of Writing**

## Focus Area: Reading / Language Arts

Literacy, both reading and writing, is a key component of a student's education. While we have seen significant growth in reading in the past 4 years, we continue to have students in specific cells that are not making the progress we would like to see. As we become more unified in our goals and strategies, we expect to see these gaps shrink or close. Intervention work this year includes the addition of System 44, added Read 180 classes, an emphasis across content areas on specific strategies for informational reading and additional reading support classes during and after school.

### 2014-2016 SMART Goals for Reading / Language Arts

1. For 6th grade students we will increase the percentage of students proficient on the state test from 77% to 80%. The person responsible for this goal is Melanie Olson; Robert Rose-Leigh; Patricia Guenther; Ehren Berger.
2. For all students receiving English Language Learners Services we will increase or maintain the percentage of students scoring above the state's expectation of 67.5%; from 77.3% to (unspecified). The person responsible for this goal is Joanna Forsyth; Debra Tarpley.
3. For 6th grade students we will increase the percentage of students moving up one level on the state test (L1 - L2) from 7 students or 10% to 15 students or 50%. The person responsible for this goal is Language Arts/Reading Teachers.
4. For 6th grade students we will increase the percentage of students moving up one level on the state test (L2 - L3) from 4 students or 10% to 15 students or 27%. The person responsible for this goal is Language Arts/Reading Teachers.
5. For 6th grade African American students we will increase the percentage of students proficient on the state test from 49% to 60%. The person responsible for this goal is Language Arts/Reading Teachers.
6. For 6th grade Hispanic students we will increase the percentage of students proficient on the state test from 66% to 70%. The person responsible for this goal is Language Arts/Reading Teachers.

### Strategies for Reading / Language Arts

#### Time

1. Double dose

*Frequency:* 3 Times per Day

*Lead:* Patricia Guenther; Ehren Berger

Based on a combination of MSP data, tracking of student progress, DRA assessments, recommendations from ELL and other staff, and/or MAP data; students are identified for either Grade 7 or 8 intervention classes. Class size is targeted at 15 or fewer students per section with teachers who use the Readers Workshop model and standards-based differentiated instruction.

2. After school MSP prep during second semester.

*Frequency:* Twice per Week

*Lead:* Melanie Olson

The Reading/LA teachers have actively participated in SPS Project EXCEL, an after school program that teaches mostly L2 students explicit skills in reading. MSP results from this intense MSP-based program have been positive in the years that WMS has participated.

#### Instructional Focus

1. Workshop model

*Frequency:* Daily per Year

*Lead:* Teachers

Many Reading and LA teachers have participated in Readers Workshop (RW) trainings which helps teachers utilize classroom libraries and "just right books," reading logs, and conferences. In addition, teachers will focus on the CCSS and use Close Reading and Tier Vocabulary strategies to increase rigor.



## 2. Inside Language and Literacy Content

*Frequency:* Daily per Year

*Lead:* Joanna Forsyth; Debra Tarpley

## 3. Read 180

*Frequency:* Daily per Year

*Lead:* Melanie Olson; Taylor D Hansen; Ellen J Zrimsek

Students participate in a comprehensive program specifically designed to develop academic language and literacy. The program was adopted in six middle schools, including Washington.

READ 180 and System 44, a reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 and System 44 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

## Progress Monitoring for Reading / Language Arts

### Assessment

#### 1. Teachers College Quick Assessment

*Frequency:* Other per As needed

*Lead:* Teachers

LA staff trained in Reader Workshop use a variety of TC developed assessments to assess students.

#### 2. MAP

*Frequency:* Twice per Year

*Lead:* Teachers; Ehren Berger

A computer based test given 2 times per year. Teachers can use the data to inform instruction, collaborate on teaching strategies, and monitor progress.

#### 3. Formative assessment

*Frequency:* Other per Day

*Lead:* Teachers

Teachers use formative assessments to monitor students' academic progress on the Reading Common Core Standards.

#### 4. Inside Language and Literacy Content Proficiency Level B, C, and D

*Frequency:* Daily per As needed

*Lead:* Joanna Forsyth; Debra Tarpley

In order to meet student needs teachers use The Inside Assessment , anecdotal evidence, MAP and MSP to assess student progress toward the academic standards in Reading, Writing, Listening and Speaking. Students are grouped by proficiency level.

#### 5. Diagnostic

*Frequency:* 3 Times per Year

*Lead:* Kathryn O'Leary; Ellen J Zrimsek

Brigance Comprehensive Inventory of Basic Skills and Gray Oral Reading Tests are both administered to Special Education students through the year to gauge progress towards IEP goals. Results are used to monitor progress and set goals related to rate, fluency, accuracy, vocabulary, and comprehension in order to make at least one year's growth in reading.

#### 6. Scholastic Reading 180 and System 44 online assessments

*Frequency:* Other per Unit

*Lead:* Melanie Olson; Ehren Berger

Students' reading Lexille level will be assessed to monitor students' progress.

### Other Student Data

#### 1. Readers Workshop Journals

*Frequency:* Daily per Week

*Lead:* Teachers

Teachers assess progress in meeting CCSS by reviewing student reading logs and journals.

**Conference/Meeting**

1. Student conference

*Frequency:* Other per As needed

*Lead:* Language Arts/Reading Teachers

**Professional Development for Reading / Language Arts****Collaborative Planning**

*Participants:* Teachers

*Facilitator:* Staff Member

*Frequency:* Twice per Month

*Lead:* Melanie Olson

**Instructional Practice**

*Participants:* Teachers

*Facilitator:* District Staff Member

*Frequency:* Twice per Year

*Lead:* Various

**Instructional Technology**

*Participants:* Teachers in Focus Area

*Facilitator:* District Staff Member

*Frequency:* Other per Year

*Lead:* Various

**CCSS Implementation**

*Participants:* All Staff in Focus Area

*Facilitator:* District Staff Member

*Frequency:* Twice per Year

*Lead:* (Unspecified)

**Family Engagement for Reading / Language Arts****Student Learning**

*Strategy:* Tutoring support for students

*Frequency:* Other per Year

*Lead:* Susan J Huntley

Using RW strategies, teachers confer with a student one-to-one on a regular basis to check comprehension in the “just right” level books and individualize instruction.

Teachers work collaboratively to create benchmark assessments and common learning targets and plans for increasing student skills in summarizing. They gather assessment data to determine subsequent instruction.

SCALE UP 100 is designed to introduce all teachers (classroom, content, specialists, librarians, etc) to the five key components of working with English Language Learners: Proficiency levels, Meaningful interaction, Academic language, Schema, cultural connections, Rigorous, standards-based instruction  
The goal of the workshop is to prepare all teachers with specific knowledge and skills for teaching ELL students

Staff teaching reading who use System 44 or Read 180 attend yearly training as well as update information sessions. In addition, training is available for teachers to use short fiction and non-fiction videos, and Smart Board technology to increase student engagement.

SPS provides two full-day trainings to ensure that teachers receive similar information regarding CCSS. Teachers will transition to CCSS in their instruction and assessment. Some methodology is included in the trainings.

Tutor volunteers come from the community, PTSA, and local universities. Some tutors work one-to-one with students and others assist in classrooms.

*Strategy:* Team Read  
*Frequency:* Twice per Week  
*Lead:* Melanie Olson

**Community Collaboration**

*Strategy:* Seattle Public Library Read-a-Thon  
*Frequency:* Once per Year  
*Lead:* Elaine Harger

**Communication**

*Strategy:* Maintain open and consistent communication with families through multiple channels  
*Frequency:* Other per As needed  
*Lead:* All Staff

**Community Partners for Reading / Language Arts**

**Seattle Parks and Recreation**

*Contact:* Sigrid Batara  
*Phone:* 2062522600  
*Email:* (Unspecified)  
*Funding Source:* City Funded  
*Length of Partnership:* Current year

**Team Read**

*Contact:* Melanie Olson  
*Phone:* 2522600  
*Email:* (Unspecified)  
*Funding Source:* External Organization Funded  
*Length of Partnership:* Current year

**Various Universities and Business**

*Contact:* Susan Huntley  
*Phone:* 2522600  
*Email:* (Unspecified)  
*Funding Source:* Baseline Budget  
*Length of Partnership:* Current year

WMS students are trained in specific strategies to use with younger readers. They travel to elementary schools as part of an after school program.

Staff and students are encouraged to log hours of reading time for 6th, 7th, and 8th grade. WMS students will be eligible for raffle prizes during the Read-a-Thon, and the winning grade will receive a grand prize.

Teachers of all programs communicate regularly with families in order to assist with strategies to insure academic success, monitor progress and build relationships with families.

Seattle Parks and Recreation coordinates our after school programs. They offer specific classes to improve reading skills for students who scored at the L1 or L2 level on the MSP, did not meet typical growth on the MAP, and/or have been recommended by teachers.

By learning strategies to teach reading to younger students, the students involved become better readers themselves.

Student tutoring, either one-to-one or in small groups on a consistent basis.

**Seattle University**

*Contact:* Sally Haber

*Phone:* (Unspecified)

*Email:* (Unspecified)

*Funding Source:* External Organization Funded

*Length of Partnership:* Multi-year

Red Hawk Academic Tutors is a Seattle University program that is part of a larger partnership forming to support students in the central schools of Baily Gatzert, Washington, and Garfield.

[End of Reading / Language Arts](#)

## Focus Area: Science

As a subject that is only tested at the end of the middle school years, it is challenging to measure growth when the students have already moved on to high school by the time the results arrive. That being said, we recognize the gap in science continues and is one we are attacking beginning in the 6th grade. By using common vocabulary, instructional methods, and assessment tools we feel capable of closing this gap. We continue to work on aligning our curriculum to the science standards, and have worked extensively on designing standards based assessments and projects.

### 2014-2016 SMART Goals for Science

- For 8th grade students we will increase the percentage of students proficient on the state test from 75% to 80%. The person responsible for this goal is the Science Team..

### Strategies for Science

#### Instructional Focus

- The NEED Project

*Frequency:* Twice per Month

*Lead:* James Vigil

The mission of the NEED Project is to promote multi-educated energy education programs. The NEED curriculum is aligned to Washington Science Objectives. By addressing “energy” supplements of the NEED Project, the WMS science team will speak to the 8th grade science strand of, “Analysis of complex situations as a system with boundaries and flows of matter and energy”.

- Development of common scientific vocabulary

*Frequency:* Daily per As needed

*Lead:* Science Team

The science team is using common vocabulary, strategies, and expectations for all students. Students are taught to use CER (claim, evidence, reasoning/explaining) skills during data analysis and subsequent journaling. Development of common assessments and use of standards based grading practices is in place in all science classrooms.

- MSP prep strategy

*Frequency:* 3 Times per Week

*Lead:* James Vigil

Using OSPI Science MSP stems, Powerful Classroom Assessments (PCA) and/or MAP science “warm-up” questions for students to practice.

- Instructional assistants

*Frequency:* Daily per Other

*Lead:* Susan J Huntley; James Vigil; Taylor D Hansen

University Tutors for Seattle Schools will be providing 80 hours of weekly classroom based tutoring and assistance targeted at students in Science 6, Science 7, and Science 8 classrooms. Specific targeting of African American and Latino students, as described in FEL program is taking place. Tutors coordinated by volunteer/tutor coordinator and university supervisor. iTeam monitoring on a bi-monthly basis.

- Cross-curricular Current Events assignments

*Frequency:* Once per Week

*Lead:* Melanie Olson; Yvonne Dunn; Sharon Reuter

For 6th and 7th grade. Current events are selected by the Science Team and synthesized to address ELA Common Core Standards for non-fiction reading and writing to enhance science performance.

#### Materials

- Infusion of technologies in science instructions

*Frequency:* 4 Times per Year

*Lead:* James Vigil

Promethean Board training, Beyond Question clickers and PLC emphasis.

2. Supplemental instructional materials leveraged from adopted materials

*Frequency:* Other per As needed

*Lead:* Science Team

### **Time**

1. Before or after school instruction

*Frequency:* Twice per Week

*Lead:* Taylor D Hansen

## **Progress Monitoring for Science**

### **Observation**

1. Classroom observation

*Frequency:* Daily per Year

*Lead:* James Vigil

### **Other Student Data**

1. Bi-monthly progress monitoring by iTeam

*Frequency:* Twice per Month

*Lead:* Taylor D Hansen

## **Professional Development for Science**

### **Content Knowledge**

*Participants:* Teachers

*Facilitator:* Various instructors

*Frequency:* Other per As needed

*Lead:* James Vigil

### **Collaborative Planning**

*Participants:* All Staff in Focus Area

*Facilitator:* Staff Member

*Frequency:* Other per Year

*Lead:* James Vigil

Experiential Science Trips lead by science team. Whole group and class field trips to multiple sites where science "comes alive," as well as on-site science experiences provided by outside organizations. Focus on developing the relevance and relationship of science to middle school students. Take advantage of opportunities as "they come up" upon arrival to our community.

Technology Access Foundation technology and robotics program for FEL identified students. Primary focus is African American and Latino students as identified by iTeam.

Looking for scientific vocabulary acquisition; evidence of C.E.R. strategies in their writing and analysis; ability to use the Scientific Method. Classroom observations, journals/notebooks, and /or Science Lab reports.

iTeam monitors all students in FEL program. Bi-monthly reports on students core subject passing rates as well as MAP and MSP results are tracked, discussed, and used in developing intervention plan.

Staff participates in a variety of inquiry-based science curriculum trainings such as: UWEB, Physics by Inquiry, Science Education Partnership, Professional Teachers of Science, Summer Institute for Life Science, SPU Energy Institute, SPS Educational Technician Training, SPS kit trainings, UW Video Club, and eCybermission. At this time, all science staff have had some level of PD regarding Standards Based grading and assessment.

Staff will dedicate themselves to enthusiastically participate in PLC work, in addition to the time spent during department meetings.

## Family Engagement for Science

### Student Learning

*Strategy:* Family Nights

*Frequency:* Once per Year

*Date:* 5/8/2014

*Lead:* Science Team

*Strategy:* Science Field Trips

*Frequency:* Other per As needed

*Lead:* Science Team

Annual Science Night Final Project Presentations

Various science field trips either planned or as they become available.

## Community Partners for Science

### Families and Education Levy

*Contact:* Taylor Hansen

*Phone:* 206-252-2600

*Email:* tdhansen@seattleschools.org

*Funding Source:* City Funded

*Length of Partnership:* Multi-year

The Families and Education Levy provides funding for multiple community based organizations to support intervention techniques. The Levy funds University Tutor for Seattle Schools to provide in class tutoring for our science classrooms. Seattle Parks and Recreation offers many academic based and enrichment after school classes is funded by the Levy. Finally the Levy funds TAF, an after-school class designed to increase students' real-world application of math and science.

### PTSA

*Contact:* Lesa Sroufe and Sally Hulsman

*Phone:* (Unspecified)

*Email:* (Unspecified)

*Funding Source:* PTSA or Parent Funded

*Length of Partnership:* Multi-year

PTSA supports field trips and science equipment purchases for all students at WMS

End of Science

## CSIP Development Process

### Annual Review Cycle

The following outlines the types of CSIP-related planning activities that occur throughout the year at our school within the annual CSIP review and development process.

<p><b>Winter</b></p>	<p>Our Principal will receive mid-year data from the District's central office and engage staff and families to study student assessment data to make initial revisions to our CSIP. Our principal and school team will submit a draft CSIP to the SI department and to our Executive Director of Instruction for feedback. Our CSIP will be revised as needed. Our Principal and Building Leadership Team will share the revised CSIP drafts with staff and families for further input and to build buy-in to successfully implement the plan and inform the budget development process. Our principal will participate in a CSIP peer review process by February to assess mid-year student performance and adjust CSIP goals as needed.</p>
<p><b>Spring</b></p>	<p>Our principal will receive spring data from the District's central office and will engage staff and families to study student assessment data to make updates to our CSIP.</p>
<p><b>Summer</b></p>	<p>Our Principal and school team will revisit and update our CSIP in June after receiving end-of-year data, including Spring MAP results. State assessment results will be analyzed and incorporated into our CSIP as soon as they are available and by August.</p> <p>Given the leadership transition during the 2013-14 school year we were unable to dedicate the time we would have liked to the CSIP and thoroughly review the strategies we have implemented to address our achievement gaps.</p> <p>As a new principal is chosen next year, we hope the CSIP will become a guiding document that is developed through collaboration. We hope the CSIP will be clear map for the entire staff as we strive to fulfill the district's strategic plan of every day, every student, in every classroom receiving an education that prepares them for college, career, and life.</p>
<p><b>Fall</b></p>	<p>Our Principal will receive fall data from the District's central office and engage staff and families to study student assessment data to make initial revisions to our CSIP. In order to meet state compliance requirements, our Principal and school team will update our CSIP by November.</p>

### Stakeholder Involvement

The following sections outline who is involved in developing our school's CSIP as well as the related responsibilities.

#### Building Leadership Team (BLT)

The BLT leads the process of a comprehensive school review, which includes studying state, district benchmark, and classroom-based assessment data with input from staff, parents/families, community members, students, instructional/content coaches, educational directors, and other district support staff or outside experts.

#### BLT Membership:

- 7 teachers are currently on our BLT
- 2 staff are currently on our BLT
- 2 parents/guardians are currently on our BLT



### Parents/Community

We currently have two parent representatives on our BLT. Our PTSA consists of a large group of parents from all programs and grades, including families with two languages. Our FEL grant includes community partnerships with: Seattle Parks and Recreation, El Centro de la Raza, Technology Access Foundation, Seattle Pacific University, Seattle University, College Success Foundation, and other community partners.

### Parent Notification / Communication

In October, copies of both our District Parent Policy (translated in the major non-English languages of district families) and School Parent Policy will be sent home with all students via newsletters or separate letters.

### Events Where CSIP will be Discussed

- PTA/PTSA Meeting
- web

### Outside Experts

Read 180 and System 44 Consultants  
 Writers In the School resident writer  
 School District Math Coach  
 School District Science Coach  
 ACT - Promethean Board consultant  
 Technology Access Foundation instructors  
 El Centro de la Raza cultural instructors  
 FEL support staff

### Outside Expert Support on CSIP

- Instructional / content coaches
- OSPI Staff

### SPS Central Office

The district's central office is responsible for providing ongoing technical assistance and support by developing the CSIP framework. In addition, the district must:

- Train principals and school teams on creating meaningful CSIPs with relevant data and stakeholder input.
- Assist schools in completing the CSIP.
- Instructional coaches work directly with instructional staff and school leaders to improve instruction, engage all students, and maximize learning.
- Train principals in the development of SMART Goals and how to use data to drive instructional decisions.
- Remind schools of OSPI's and district's deadlines for completion of tasks/submission of documents and compliance regulations.
- Central office will provide instructional and content coaches in academic areas of need, as well as direction and ongoing support for strategically allocating our resources of staff, time, and materials targeting focused areas for student growth. Required Professional Development for all certificated staff in the planning and implementation of Common Core Standards.

## How Our School's CSIP Addresses and Complies with the "Nine Characteristics of Effective Schools"

The following describes how our school meets the Nine Characteristics of Effective Schools and how this is reflected throughout the CSIP development process.

High standards and expectations	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
Clear and shared focus	<p>The Washington Middle School (WMS) Mission, Vision, and Core Values were collaboratively revised in the spring of 2010.</p> <ul style="list-style-type: none"> <li>• Mission: At WMS, we celebrate the middle school moment – educating and supporting a unique and vibrant community of learners preparing for the future</li> <li>• Vision: A welcoming community of engaged, diverse and inspired learners</li> <li>• Core Values: Diversity, Integrity, Respect, Accountability, and Teamwork</li> </ul> <p>This mission and vision has been brought out before staff development and general meetings to ensure that we stay focused on our mission and vision.</p>
Frequent monitoring of teaching / learning	Our school's goals include details of periodic monitoring/assessment of student learning throughout the year; these data determine needs for adjusting instruction, interventions, and support.
High level of community and family involvement	Our school includes parent/community representation in the development of the CSIP. Our school identifies community partners that engage with the school in support of student learning. Our school includes one or more strategies for family/community engagement for every SMART goal.
Focused professional development	Each of our focus areas includes the professional development that will occur in order to ensure effective goal implementation.
Effective school leadership	Our school selects individuals to be responsible for the implementation of SMART goals, strategies, progress monitoring, and professional development within each focus area, including (among others), our Principal, instructional or content coaches, and teachers.
Supportive learning environments	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
High levels of communication and collaboration	We utilize School Messenger, PTSA web support, PTSA funding to support mailings (\$4-5,000 annual), our ELL staff for language translation, and the SOURCE and Fusion to communicate with families in as many ways as possible. Parents are invited to participate in multiple family events, on a wide variety of committees, and as classroom or building volunteers whenever possible. As a staff, we have dedicated much of our early release and PD time to PLC and collaborative work.
Curriculum, instruction and assessment aligned with standards	Each of our school's academic goals is based on the state standards, state assessment standards, and/or district-approved classroom-based assessments. If our school misses AYP standard in any subject, we select the area as a focus area for the following year.



## CSIP and Other Plans

### CSIP and SPS Strategic Plan

Part of the purpose of the CSIP is to help our school identify goals and strategies that will contribute to and support the district's overall goals and strategies found within the district's strategic plan *Excellence for All*. The focus areas we've selected in our CSIP support one or more of the strategies in the district's strategic plan, as described below.

Building an Infrastructure that Works Well	Organizational restructuring will happen to create more effective process and products. Staff meetings will be minimal. Survey Monkey will be used to gather opinions and feedback. Dept Meetings will identify students of concern as we develop a MTSS delivery system. All teachers will have opportunities to build school culture in areas of interest through committee work. Protocols will be taught and expected. Operating Norms will be personalized, agreed upon and lived out.
Engaging Stakeholders	By working to further strengthen our partnership with parents, and especially those parents of our Regular Program students, we can further the goal of engaging all of our stakeholders in the middle school community of Washington Middle School. We will ask for feedback from all parent events (Curriculum Night and Conferences). We have created a comment box to be inviting of feedback from all constituents.
Ensuring Excellence in Every Classroom	Our major areas of work focus on building common assessments, analyzing the data they produce and reteaching as necessary. PLCs will include Learning Walks and data analysis. "Common" is the key concept they will focus on.
Improving our Systems	As noted above, we have moved to a team teaching model for inclusive education in subject areas as the pendulum of Special Education shifts back to inclusion. Continued professional development and PLC work will be essential as we strive to improve our knowledge and instructional practice in this crucial area of education.
Strengthening Leaders System-wide	Dept Chairs will be anointed Dept Leaders. The word "leader" will be used throughout the organization to identify those who take risks, who share the school-wide messages and practices, and who influence others to become leaders.