



## Snoqualmie Valley School District School Improvement Plan



### Chief Kanim Middle School

Home of the Hawks

32627 SE Redmond-Fall City RD

Fall City, WA 98024

## 2011-2012

### *Mission, Vision, Guiding Principles*

**Chief Kanim Middle School Philosophy** – Focus on Children~Improve Learning~Value Growth.

To guide our efforts in teaching and decision making, we believe in the following: That all students want to learn and should have equal opportunity to learn. That parents and guardians have shared responsibility in the educational development of their children. That risk-taking and creativity are encouraged. That to improve our school programs, finding and sharing best practices and using research-based ideas will be encouraged. That middle school students will be exposed to a wide variety of choices be encouraged to explore and develop individual interests and be enabled to develop new skills. That middle school students will progressively take responsibility their curricular choices, social actions and academic achievement. That most importantly, we teach the whole person. We expect high academic performance, but we also care about the values we model, demonstrate, and nurture within our young people.

**Chief Kanim Middle School Mission Statement** – Snoqualmie Valley Middle Schools are committed to a safe community environment in which all students will have the opportunity to experience intellectual, social, emotional, and physical growth. Focusing on Academics~Arts~Activities.

**SVSD Middle Level Mission Statement** - Two middle schools are represented in our school district. Snoqualmie Middle School and Chief Kanim Middle School are creating school environments where every child can experience success. Success for our students is a result of their relationships with staff, peers, an "I can do" attitude, and a desire to learn. Our mission statement summarizes our beliefs. Our mission statement guides us in making decisions in establishing the school community. This guide provides descriptions of core and exploratory programs and extra-curricular opportunities, student support programs, and school-wide goals. We base curricular targets on Washington State's Essential Academic Learning Requirements, and Snoqualmie Valley School District skill continuums.

As educators, we are in a continual process of learning best practices that engage student thinking and learning. Creating skill-based lessons, supported with active learning strategies and specific assessments, is the goal for learning improvements. We continually celebrate student and staff accomplishments and seek ways to recognize growth in learning.

# School Improvement Plan

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## **I. Guiding Principles of School Improvement Planning**

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it, and the time and commitment that is given by everyone who has a stake in the plan.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.





## **Briefly describe your school and community to provide a context for your school improvement plan.**

Chief Kanim Middle School is a learning community of 409 students, one administrator, a teaching staff of 19 FTE and a total work force of 29 people. The school is located in Fall City, Washington opening its doors to the students in September 1991. In 1995 the school was a recognized as a National Blue Ribbon Middle School. In 2009 & 2010 the school was recognized as a Washington School of Excellence. The 2009 & 2010 MSP state tests had Chief Kanim Middle School in the top ten of all middle schools in the state of Washington with grade levels of 100 students enrolled..

The communities served by Chief Kanim School are rural and primarily middle to high income regions of the Snoqualmie Valley. The school is situated on approximately 20 acres off Redmond-Fall City Road across from the Snoqualmie River. The land and river in the area are special to the Native American tribes who advocate for students success in the community. The school is named for Chief Kanim, Chief of the Snoqualmie Tribe. The family of Chief Kanim supported the naming of the school after the Chief because he supported educating everyone to create a greater understanding among all people. The Snoqualmie Tribe attended a special dedication at the school. They exchanged gifts with the students and presented the school with a portrait of Chief Kanim. To this day the tribe attends every year-end 8<sup>th</sup> grade celebration and gives gifts to every student of the class. This relationship ties students to the environment, to the community and to a culture important to our community.

The main building is home to 22 classrooms, 2 science labs, 3 computer labs, the learning resource center, a Life Skills classroom, a commons/cafeteria, kitchen, stage, music room with 3 private practice areas, a health room, a counseling center, office areas and meeting rooms for pupil support services and staff use. The addition of a new gym in 2005 provides two gym facilities each with seating for 550 spectators and contains 2 student locker rooms. In addition an auxiliary gym that is a school/community fitness center is also available. A new track was built in 2009. In 2010 a new roof, carpet, indoor paint, and HVAC system was added.

The strengths of this school are its caring, committed staff, the relationship focused administration, and the community of students, parents and local people who care about education for all youth and their families. The administrators' open door policy for family and the community affects an atmosphere of trust, communication, and concern for the well being of students, staff and families. Many avenues of communication affectively engage parents in the partnership of education. Academic excellence is an expectation for every student at Chief Kanim Middle School. All students, including special learners, at-risk and life skills students, receive goal oriented instruction and process for successful learning. The current grade level schedules, an integrated curriculum, and an emphasis on technology meet the needs of student learning styles, creating a solid foundation for lifelong learning. Chief Kanim staff continually works toward implementing thinking skills into the curriculum. We are focusing on a building wide reading and math intervention programs, learning targets for better teaching and learning, and an online grade program for parents. Recently, math, social studies, and science adoptions have proven to be very successful at our school.

The technology focus in our school provides valuable experience for students who will employ technology in their everyday lives. The video tech classes we offer to students provide opportunities for them to create character trait focused commercials such as anti-bullying as well as drug and alcohol resistance commercials to promote healthy choices to students.

Social development of the individual student is paramount for a well-rounded program. The many extra curricular activities, non academic social development and mentor programs, support students and families in times of transition, adolescent development, and behavior crossroads. Students are inspired to be leaders, peer models, and responsible citizens of Chief Kanim Middle School and their community. Through programs such as our ASB, conflict resolution, and Teacher Assistance program students make a difference in the lives of their peers. These positive experiences provide intrinsic rewards strengthening students' self esteem, confidence, and empathy for others. We recognize students for positive character traits with a weekly student of the week program and hawk buck reward system.

The school's management process and decision making model associates leaders from all areas of the school community (parents, students, staff, and community members). Staff and administrators feel that their school is successful because input from all stakeholders is incorporated into the programs, services, and school philosophy. Parents, family, and adults influence the lives of youth and are valued partners to the staff. The school has an active PTSA organization that boasts a membership of 300 parents. The PTSA has earned several awards over the years for their dedication to partnership with parents and the community. PTSA's structure provides a forum for involvement, and opportunities for working parents to connect with other parents. Diverse parenting, social and educational programs create avenues for staff, students, parents, and community collaboration to benefit students and families.

The school receives numerous gifts throughout the year supporting the learning environment. The greatest of these gifts is the gift of time from all areas of the community. Volunteers provide transportation for field trips, parent education seminars, vision and hearing screening, staff clerical supports, tutoring, mentoring, student clubs, grant writing, classroom support, library/media assistance, technology expertise, and extra curricular program managers.

The Chief Kanim staff fosters support for students, by educating family members, creating understanding for adolescent growth and development, maintaining lines of communication, making support services available to families in need, and communicating expectations to students and family members. The vision will continue to build a community school utilized by youth, families, and the community for lifelong learning.





## II. Description of School Community

### Overview of Chief Kanim Middle School

#### A. Leadership/Planning Team Members

List the names of the leadership team members.

Kirk Dunckel Principal

Name & Title

Rene Gray 8<sup>th</sup> Grade Teacher

Name & Title

Chris Ratcliffe Counselor

Name & Title

Jack Rodney 6<sup>th</sup> Grade Teacher

Name & Title

Theresa Frank Exploratory Teacher

Name & Title

Chriscentia Maralack Special Education Teacher

Name & Title

Alison Means 7<sup>th</sup> Grade Teacher

Name & Title

Amy Click Parent

Name & Title





## B. Participating Stakeholders

I am aware and supportive of our Buildings School Improvement Plan

<b>Theresa Frank</b>	
<b>Chris Blake</b>	
<b>Jack Rodney</b>	
<b>Paul Dobberfuhl</b>	
<b>Kirk Duncel</b>	
<b>Mickey Fowler</b>	
<b>Karen Waters</b>	
<b>Renee Gray</b>	
<b>Todd Henderson</b>	
<b>Jared Carter</b>	
<b>Joyce Kjorsvik</b>	
<b>Erik Lagace</b>	
<b>Julie Lagace</b>	
<b>Alison Means</b>	
<b>Kari Nelson</b>	
<b>Chris Ratcliffe</b>	
<b>Tony Schlotfeldt</b>	
<b>Haley Smith</b>	
<b>Emilia Turta</b>	
<b>Nancy Tyrholm</b>	
<b>Chriscentia Maralack</b>	
<b>Heather Yen</b>	
<b>Paula Young-Keeffe</b>	





## C. District Review Team Members

List the names and titles of the District Review Team Members

Marci Busby, – Board of Directors  
Name & Title

Date Review: \_\_\_\_\_

Scott Hodgins, – Board of Directors  
Name & Title

Date Review: \_\_\_\_\_

Dan Popp– President Board of Directors  
Name & Title

Date Review: \_\_\_\_\_

Craig Husa– Board of Directors  
Name & Title

Date Review: \_\_\_\_\_

Carolyn Loudenback– Board of Directors  
Name & Title

Date Review: \_\_\_\_\_

Joel Aune – Superintendent of Schools  
Name & Title

Date Review: \_\_\_\_\_

Don McConkey – Assistant Superintendent  
Name & Title

Date Review: \_\_\_\_\_



### III. School Portfolio

## Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern

### A. School Data Collection

#### 1. Demographic Data

##### *Narratives*

The Snoqualmie Valley School District is located in the Cascade mountain foothills of Washington State approximately 40 miles east of Seattle. It covers 400 square miles and serves the communities of Snoqualmie, North Bend, and Fall City, making it one of the geographically largest school districts in the state. The district serves approximately 5,550 students and families with five elementary schools, three middle schools, one high school, and one alternative school. The percentage of students on free and reduced lunches is 12%. The ethnic enrollment is 1.1% African American, 2.2% Asian, 92.3% Caucasian, 2.8% Hispanic, and 1.5% Native American.

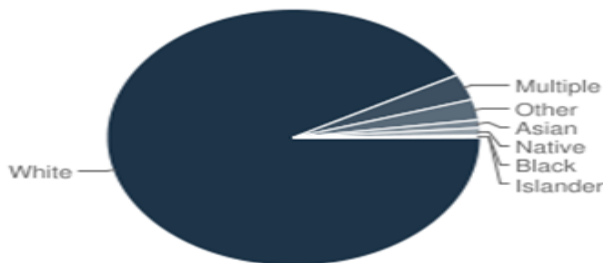
Once a rural district, which was reliant on a now diminishing timber industry, the valley is a bedroom community accommodating the growth of nearby suburbs. The valley does not have a local industrial or economic base of its own. The population growth over the past decade has brought a more than 28% increase in the student population and this population continues to grow as the Snoqualmie Ridge development expands.

Chief Kanim Middle School is a public school located in Fall City, Washington that serves students from six through eighth grade. Currently, there are 406 students and 29.5 staff members.

Original settlers of the area christened the valley "Snoqualmie" which in their native tongue means valley of the moon. Many Snoqualmies are now buried in the old Indian section of the Fall City Cemetery. Chief Kanim Middle School is named in honor of Snoqualmie Indian Chief, Jerry Kanim, son of Chief Pat Kanim. Throughout his life Jerry Kanim fought for financial and real estate compensation for his tribe. He also served as a source of information about the history and traditions of the tribe, and provided replicas of artifacts for anthropologists. Unfortunately, Jerry Kanim, who passed away in 1956, did not live to see his life's work come to fruition. The federal government officially recognized the tribe in 1991, the year Chief Kanim Middle School was constructed. (Source: Snoqualmie Valley Chamber of Commerce)

#### Fall City, Washington Profile

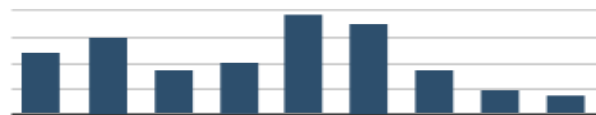
2010 population by race/ethnicity



Diversity Index: 20.6%

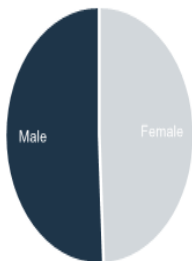
The [USA TODAY Diversity Index](#) represents the probability that two people from this area will have different ethnic backgrounds. A higher number reflects a more ethnically diverse population.

Age breakdown Median: 42.7 years old

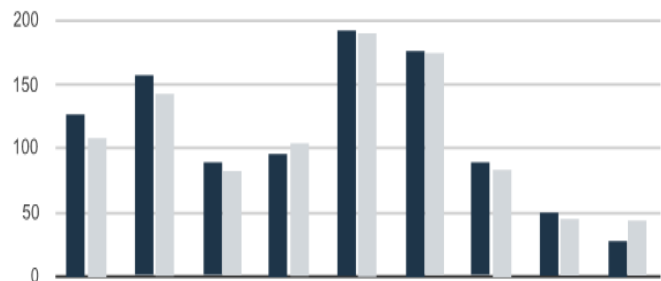


#### Gender

Male	2010
Population	1,013 (50.8%)
Median age	42.3
Female	2010
Population	980 (49.2%)
Median age	42.9



#### Age breakdown by gender





## **Chief Kanim Middle School Profile**

### **School Facilities**

Chief Kanim Middle School, built in 1991, is a modern school facility. The school features a commons area, stage facility, band area, media center, three grade-level computer labs, a fully functioning video production lab, and a state of the art fitness center that is open to the community. Upgrades this year include new carpet, interior paint, and a new ventilation/light system.

### **Aesthetics**

Chief Kanim is a 20 year old building located in a rural setting. The school is set back off the road and surrounded by residential homes and cow pastures. The long driveway up to the school is lined with trees, which creates a very attractive, bucolic setting.

### **Maintenance Quality**

The building and district custodial staff is very responsive to repair and cleaning needs. The facilities are truly state-of-the art. Buildings and grounds are kept clean and modernized. Staff and students feel good coming to a building that is cared for so meticulously.

### **Size v. Enrollment**

The building is appropriate for the level of enrollment. Current enrollment is 409. The building has a capacity of at least 700.

### **Fit to Program Needs**

The building has all facilities we need to run our program from three state-of-the-art computer labs and science labs to a media center and a video technology lab. With the assistance of a bond a second gym was built in 2004-05 and fits in nicely with our other gym and a fitness center. A 2009 bond passage allowed us to get a new track, roof, carpet, and upgrades to our building ventilation system.

### **Proximity of Key Space**

Visitors enter the school through the commons. The office, band room, student store lunchroom media and art rooms and stage are all central to this entry. Each grade level has its own wing and the library and labs are situated centrally between these wings.

### **Technology Access**

The school is equipped with three state-of-the-art grade level computer labs with PC's and Windows software. Each lab has a scanner, a black and white and color printer and the projector. The building has WiFi access. The library has numerous computer stations, projector and several printers. Each teacher has at least one computer in the classroom and access to building issued iPads. Science labs have numerous computers and humanities classes often have several computers. Every teacher has a personal computer and printer in his/her office. The video technology lab is equipped with state-of-the-art equipment for producing a TV program with our in-house news station. Students are taught how to use digital cameras and video cameras. The school owns a plentiful selection of digital and sound equipment used by students for assemblies and the annual musical.

### **Safety and Security**

The students are polled annually on their feeling about the school. Every year the majority of students report that they feel extremely safe at Chief Kanim. Teachers and district personnel wear name badges identifying their status as employees. Visitors check in at the office and wear visible visitor badges. Chief Kanim is a closed campus. Students are not allowed to leave and return without permission. The campus has 21 surveillance cameras positioned for security.

### **Pre and Post School Uses**

The community from the PTSA and boy scouts to local youth groups and community groups heavily use the building. The fitness center is open to the public. Many athletic groups rent the play fields and gyms after school hours for everything from baseball, basketball to youth soccer.

### **Test Scores**

In the spring of 2010, our students took the MSP test. 93% of the 7<sup>th</sup> grade students met standard in writing, 91% of 6<sup>th</sup> grade students met the standard in reading, 88% of the 8<sup>th</sup> grade students met the standard in math, and 92% of our 8<sup>th</sup> grade students met the standard in science.

### **Life Skills Program**

Snoqualmie has a full continuum of life skills offerings from elementary through high school. The middle school life skills program is housed at Chief Kanim. Student received most academic material in the life skills classroom with the life skills teacher; however, students are mainstreamed into exploratory classes and some academic classes depending on their IEP goals, skills, and desire. The 6-8th graders at Chief Kanim Middle School blend academic instruction, problem solving, communication, and social skills, and pre-vocational activities and hands-on projects, while meeting the goals and objectives of each student's IEP.



## 2. Student Achievement Data

# Chief Kanim Middle School Profile

## Measurement Student Progress

Updated September 28th, 2011

Grade 7 School Summary (100 students tested)

% of students with performance similar to or exceeding those who met standard

	<b>Chief Kanim MS</b>			<b>DISTRICT 410</b>			<b>WA. STATE</b>		
<b>READING 80.7%</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>
Comprehension	(25.7)	55.1	80.8	(18.8)	59.0	77.8	(14.2)	44.7	58.9
Analyze/Interpret	(7.4)	69.5	76.9	(8.4)	67.2	75.6	(10.9)	50.9	61.8
Critical Thinking	(14.9)	67.8	82.7	(13.4)	67.0	80.4	(10.4)	53.1	63.5

<b>WRITING 93.2%</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>
Content/Organization/Style	(5.3)	88.9	94.2	(5.0)	87.4	92.4	(0.5)	67.9	67.4
Conventions	(3.0)	93.2	96.2	(0.5)	94.1	94.6	(0.2)	82.2	82.4

<b>MATH 72.3%</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>	<b>(+/-)</b>	<b>2011</b>	<b>2010</b>
Number Sense and Alg. Sense	(12.2)	68.6	80.8	(1.2)	76.2	77.4	(6.3)	59.3	53.0
Measurement and Geo. Sense	(4.2)	74.6	78.8	(5.2)	73.9	68.7	(3.5)	55.6	52.1
Probability and Statistics	(3.7)	63.6	67.3	(6.3)	66.7	60.4	(5.2)	55.6	50.4
Prob. Solving and Reasoning	(4.4)	75.4	79.8	(0.5)	71.9	71.4	(3.2)	56.5	53.3
Procedures and Concepts	(15.2)	63.6	78.8	(0.7)	72.1	72.8	(0.5)	53.4	53.9





## MSP, Gender performance, other....

### *Narratives*

- Chief Kanim Middle School has met all AYP and state targets in Reading, Writing, and Mathematics. We are working with the district to explore our special needs student support programs. Our school relies heavily on student data to set goals and align our instructional practices. We utilize the data from the student's 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade state scores. The bi-yearly State of Washington Healthy Youth Survey (HYS) is used to collect data on student perceptions surrounding the student's life in and outside of school. We do a yearly parent perception survey each November.
- Each year our staff and the school's Learning Improvement Team look at the data from the state, parent survey, and HYS. We have been pleased with our state test results and see a steady uniformed increase each year since 1999. We are ahead of the state averages in all three areas of the state test. Yet we do see the AYP standards are beginning to get closer to our schools schools.
- This year we looked at our data and were able to write many narrative statements from the MSP data. We took the narratives and aligned them with our goal statements from the previous year. We adjusted our goal targets based on the MSP data. We used narrative statements to write our action plans.
- Our 7<sup>th</sup> grade 2011 MSP scores were 80.7% in Reading, 93.2% in Writing, and 72.3 % in Math.
- MSP Gender Gap data on 7<sup>th</sup> grade students meeting standard showed girls out performed boys on all grade levels on all MSP tests.
- Based on the 2011 7<sup>th</sup> grade MSP the break down on how our struggling boys compared to girls in not meeting standard in the areas of Reading, Writing, and Math was:
  - Reading – Boys- 21% Girls- 18%
  - Writing – Boys- 9% Girls- 5%
  - Math - Boys- 32% Girls- 22%
- 6<sup>th</sup> grade math and reading results and our 8<sup>th</sup> grade science and math MSP scores were all-time highs for our school.
- 8<sup>th</sup> grade science gender gap for struggling students showed more boys struggling.
  - Science students not meeting standard – Boys – 6% Girls – 10%





### 3. Perceptual Data

*(Nine Characteristics of Highly Effective Schools, Parent Survey, Student Survey, Climate Surveys, Technology Survey, etc.)*

#### *Narratives*

##### 2011 EES perception survey

**Readiness to Benefit** – 93% of my colleagues are willing to be held accountable for student learning.

**Clear & Shared Focus** – 100% of staff understand the mission/purpose of the school.

**High Standards and Expectations** – 65% of staff feel they hold each other accountable for student learning.

**Effective Leadership** – 100% of staff feel my principal has a student-learning focus.

**Collaboration and Communication** – 97% of students understand the expectations and standards of this school.

**Collaboration and Communication** – 93% of parents and community understand the expectations & standards of this school.

**Supportive Learning Environment** – 93% of staff students are engaged in learning.

**Monitor of Teaching and Learning** – 86% of staff feel they are frequently informed about how well they are doing.

**Focused Professional Development** – 79% participate in a professional learning community focused on improving student learning.

**Curriculum, Instruction, and Assessment** – 96% of staff feel that this school provides curriculum that is relevant and meaningful.

**Cultural Responsiveness** – 83% of staff feel that this district actively cultivates partnerships to enhance student learning.

**Organizational Trust** – 83% of staff feel we the following attributes of trust in our building: Integrity, Openness, Reliability, Caring, and Competence.

##### 2010 HYS

In 2010, 27% of 6th grade students reported that they were bullied in the past 30 days. (survey was given in Oct. 2010)

In 2010 90% of 6th graders feel safe at school. (survey was given in Oct. 2010)

##### 2011 Student Survey

In 2011, 81% of our students said we have a favorable school climate.

In 2011, 89% of our students reported that they feel their peers are engaged in learning.

In 2011, 85% of our students reported that they take pride in their school.

In 2011, 60% of our students reported that bullying is not a problem at our school.



## 4. Contextual Data

### Discipline, Behaviors, Attendance, Staff Profiles, Ethnicity

- During the first two months of the 2011-12 school year we reported only 2 administrative referrals. Of these both were boys. The grade level break down showed both were 7<sup>th</sup> graders. Reason for referrals were: Theft and classroom disruption.
- Student attendance during the months of September and October 2010 showed that we had 96.7% attendance rating. We had a 0.55% tardy rating for our 406 students.
- Chief Kanim currently has a certified staff of 20 and 5 classified IA staff. The mix of staff by age is diverse with a good blend of teachers. Based on the 2008 staff perception survey years of service in the building range from 5 staff with less than 5 years to 15 with more than 5 years of service. We have 75% of the staff are females.
- Department breakdown – 30% teachers math/science, 30% teachers language arts/social studies, 20% teachers electives, 20% teachers in other areas.





## Assessing Strengths and Areas of Opportunities Using the Data Carousel

### 5. Summary of Chief Kanim Middle School 's Strengths

*(Insert strengths identified in the data Carousel.)*

#### ***Narratives***

##### **High Satisfaction ranking**

In 2010 HYS, 90% of 6th grade students reported feeling safe at school.

In all areas of reading, a higher percentage of CKMS students, than WA State averages in 2011 passed the reading MSP.

Fifty percent of our 2010-11 intervention students in reading and math met standard.

Percentage of 6<sup>th</sup> grade students passing the 2011 Reading MSP was an all-time high

Percentage of 6<sup>th</sup> grade students passing the 2011 Math MSP was an all-time high. MSP an increase of 8.3%.

Percentage of 8<sup>th</sup> grade students passing the 2011 Science MSP was an all-time high

Percentage of 8<sup>th</sup> grade students passing the 2011 Math MSP was an all-time high.

In all areas of the math MSP, the percentage of CKMS students passing was higher than the WA State average in 2011.

In 2010 EES survey, 100% of staff reported that it is always or often true that my principal cares about me as a person.

96% of 2010 staff reported that it is always or often true that their work contributes to the mission/purpose of the school.

In every MSP 6<sup>th</sup> and 8<sup>th</sup> grade test category we were above the State average on the 2011 MSP.

In both areas of writing a higher percentage of CKMS students passed the writing MSP than WA State averages in 2011.

100% of staff reported a supportive learning environment.

In 2011, 92.3% of 8<sup>th</sup> grade students passed the Science MSP. This was the top score in the state for middle schools with at least 100 students in that grade.





## **Chief Kanim Middle School Prioritized Areas of Opportunities.**

*(Insert list of prioritized areas of opportunity from Data Carousel)*

### **7<sup>th</sup> Grade Writing**

From 2010 to 2011, the percentage of students passing both areas within this test dipped.

Between 2010 and 2011 percentage of students passing the conventions section of writing MSP decreased by 5.3 percentage points.

Of the 117 7th grade students 93.2% passed the writing MSP.

Of the students who failed the 2011 writing MSP 9 students scored at level 2.

Of the students who failed the 2011 writing MSP 1 students scored at level 1.

Of the students who passed the 2011 writing MSP 5 used the MSP Basic format.

### **7<sup>th</sup> Grade Reading**

Of the 32 students who did not meet standard on the reading MSP 11 students were within 8 points of passing.

Of the 32 students who did not meet standard on the reading MSP 24 students were within 20 points of passing.

Our lowest area on the reading MSP was in comprehension at 55.1%

### **7<sup>th</sup> Grade Math**

Our 7<sup>th</sup> grade MSP percentages were above 63.6% in every testing category.

Of the 35 students who did not meet standard on the MSP 13 students were within 10 points of passing.

Of the 35 students who did not meet standard on the MSP 20 were within 25 points of passing.

All areas of mathematical content and process were above the state averages.



## Developing Improvement Goals Worksheet.

### Goal #1

<b>Area for Improvement: Writing</b>	<ul style="list-style-type: none"> <li>To improve students' total writing scores</li> <li>To improve students' scores in the area of writing at both district and state writing</li> </ul>
<b>How will you measure improvement towards these goal(s)</b>	<ul style="list-style-type: none"> <li>Seventh grade writing state scores</li> <li>Two writing assessments during the school year</li> <li>Focus on level 2 students during current year</li> </ul>
<b>Current Results</b>	<ul style="list-style-type: none"> <li>On the 2011 WASL 93% of students in 7<sup>th</sup> grade met standard in the area of writing.</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>93% of seventh grade students will meet or exceed standard on the 2012 state test</li> </ul>
<b>Standard 3 – 5 year goal</b>	<ul style="list-style-type: none"> <li>96% of seventh grade students will meet or exceed standard on the state test</li> </ul>
<b>Completed Goal Statement</b>	<p>Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of writing. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the writing state test. The 3-5 year goal is for 96% of 7<sup>th</sup> grade students to pass the writing state test.</p>



## Goal #2

<b>Area for Improvement Reading</b>	<ul style="list-style-type: none"> <li>To improve student reading skills in the area of comprehension and critical thinking</li> </ul>
<b>How will you measure improvement towards these goal(s)</b>	<ul style="list-style-type: none"> <li>Sixth grade reading state scores</li> <li>Seventh grade reading state scores</li> <li>Eighth grade reading state scores</li> <li>The 7 students within 15 pts. Of passing 2011 results will meet standard on 2012 MSP test</li> </ul>
<b>Current Results</b>	<ul style="list-style-type: none"> <li>In 2011 on the sixth grade MSP students scored 91.5% in total reading</li> <li>In 2011 on the seventh grade MSP students scored 80.7% in total reading</li> <li>In 2011 on the eighth grade MSP students scored 88.6% in total reading</li> <li>In 2011 on the sixth grade MSP students scored 83% on comprehension, 90% on analysis, and 82% on critical thinking</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>93% of seventh grade students will meet or exceed standard on the 2012 state test</li> </ul>
<b>Standard 3 – 5 year goal</b>	<ul style="list-style-type: none"> <li>94% of seventh grade students will meet or exceed standard on the state test</li> </ul>
<b>Completed Goal Statement</b>	<p>Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of reading. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the reading state test. The 3-5 year goal is for 94% of 7<sup>th</sup> grade students to pass the reading state test.</p>



## Goal #3

<b>Area for Improvement Math</b>	<ul style="list-style-type: none"> <li>• Focus on overall % increase on math state test for all grades</li> <li>• Providing intervention for students not meeting standard and continuing support for students just meeting standard</li> </ul>
<b>How will you measure improvement towards these goal(s)</b>	<ul style="list-style-type: none"> <li>• Common unit assessments</li> <li>• Sixth grade math state score in 2012</li> <li>• Seventh grade math state score in 2012</li> <li>• Eighth grade math state score in 2012</li> </ul>
<b>Current Results</b>	<ul style="list-style-type: none"> <li>• In 2011 sixth grade math MSP score was 87.3%</li> <li>• In 2011 seventh grade math MSP score was 72.3%</li> <li>• In 2011 eighth grade math MSP score was 85.1%</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>• Raise the difference between the school and state percentage by 2%</li> <li>• Bring 5% of students not meeting standard up to standard</li> </ul>
<b>Standard 3 – 5 year goal</b>	<ul style="list-style-type: none"> <li>• Continue to raise the difference between state and school percentage by 2% per year</li> </ul>
<b>Completed Goal Statement</b>	<p>Our math goal is to increase the difference between state and school percentage of students meeting standard at a rate of 2% per year.</p>



## Goal #4

<b>Area for Improvement RTI Goal</b>	<ul style="list-style-type: none"> <li>To improve the MSP scores for our intervention students in the areas of Reading and Math</li> </ul>
<b>How will you measure improvement towards these goal(s)</b>	<ul style="list-style-type: none"> <li>We will use Reading and Math assessments in the intervention classes</li> <li>We will use the results from the 2012 MSP test</li> </ul>
<b>Current Results</b>	<ul style="list-style-type: none"> <li>50% of our Reading intervention students met standard on the 2011 Reading MSP Test</li> <li>50% of our Math intervention students met standard on the 2011 Math MSP Test</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>60% of our intervention students will meet or exceed standard on the 2012 state test</li> </ul>
<b>Standard 3 – 5 year goal</b>	<ul style="list-style-type: none"> <li>75% of our intervention students will meet or exceed standard on the MSP state tests</li> </ul>
<b>Completed Goal Statement</b>	<p>Our goal is to improve our intervention students' state scores in the areas of reading and math. The 1-2 year goal is for 60% of intervention students to pass the state reading and math tests. The 3-5 year goal is for 75% of intervention students to pass the state reading and math tests.</p>



## Goal #5

<b>Area for Improvement Cultural Competence Goal</b>	<ul style="list-style-type: none"> <li>Professional staff development training and collaboration for better understanding of cultural awareness within our school</li> </ul>
<b>How will you measure improvement towards these goal(s)</b>	<ul style="list-style-type: none"> <li>Surveys given to parents, students, and staff during the 2011-12 school year</li> </ul>
<b>Current Results</b>	<ul style="list-style-type: none"> <li>81% of parents feel their child learns about cultures of our community at his or her school</li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>82% of parents feel their child learns about cultures of our community at his or her school</li> </ul>
<b>Standard 4 year goal</b>	<ul style="list-style-type: none"> <li>85% of parents feel their child learns about cultures of our community at his or her school</li> </ul>
<b>Completed Goal Statement</b>	<p>Our goal is to increase student awareness of different cultures through activities, lessons, and celebrations. Based on the 2009 parent survey 81% of parents feel their child learns about cultures. The 3 year goal will be to have 82% of parents feel their child learns about cultures. Our 4 year goal will be to have 85% of parents feel their child learns about cultures.</p>



## V. ACTION PLANS

### School Improvement Goal #1:

Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of writing. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the writing state test. The 3-5 year goal is for 96% of 7<sup>th</sup> grade students to pass the writing state test.

**Strategy:** Improve effective writing instruction and curriculum through a variety of professional development opportunities and student activities

**Rationale:** Students will be able to communicate more effectively and relevantly in writing through common language and consistent practice.

<b>Activities to Achieve this Goal</b> <i>What action will occur? What steps will staff take?</i>	<b>Professional Development</b> <i>How will staff acquire the necessary skills &amp; attitudes to implement the activity</i>	<b>Timeline</b> <i>When will this strategy or action begin and end?</i>	<b>Resources Available</b> <i>What existing and new resources will be used to accomplish the activity</i>	<b>Who is Responsible</b> <i>Who will provide the leadership?</i>	<b>Monitoring Effectiveness</b> <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Ongoing writing assessments, analyze & conf. w/ students about school writing assess.	Building/district writing assessments	Fall and Spring	LA teachers, release items, 6 trait rubric	LA teachers with administrative support	Building/district assessment results State test
Align with state standards	OSPI Resources	During school year	OSPI Resources	Staff	State data
Writing across the curriculum	Staff Training and review	During 11-12 school year	LA teachers, State stem questions	Staff and administration	Staff who uses rubrics
Develop interventions for struggling writers	Training for those who will be working with students	Identify students 1 <sup>st</sup> quarter using district assessment & intervene during 2 quarter	IA's, volunteers, and district assessments. BDD for LA teachers to network, OSPI anchor papers	CKMS Admin.	State assessment test and in-class writing assessments

**Procedures for evaluating success in reaching this goal:** As a staff and LIT team will look at our 2011 MSP and grade level assessment results to assess our 1-2 year goals for writing. We will focus on fluency, voice, content, and organizational style.





## V. ACTION PLANS

### School Improvement Goal #2:

Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of reading. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the reading state test. The 3-5 year goal is for 94% of 7<sup>th</sup> grade students to pass the reading state test.

**Strategy:** Improve effective reading instruction and curriculum through a variety of professional development opportunities and student activities.

**Rationale:** Students will perform better on assessments if the concepts are taught and practiced. Students will also develop targeted reading skills for learning across the curriculum.

<b>Activities to Achieve this Goal</b> <i>What action will occur?            What steps will staff take?</i>	<b>Professional Development</b> <i>How will staff acquire the necessary skills &amp; attitudes to implement the activity</i>	<b>Timeline</b> <i>When will this strategy or action begin and end?</i>	<b>Resources Available</b> <i>What existing and new resources will be used to accomplish the activity</i>	<b>Who is Responsible</b> <i>Who will provide the leadership?</i>	<b>Monitoring Effectiveness</b> <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
RAI assessments	District directed days	October	Assessment materials provided by the district	LA Staff and TOSA	RAI assessment scores.
SSR plus optional book reviews, Destiny reviews, or classroom sharing about books read each quarter, more library time	LA teachers can guide	Once a quarter	Books, Destiny, non-fiction guided reading books, and worksheets	SSR teachers	SSR teacher observation
Develop intervention strategies for struggling readers at levels 1-2	Training/support for staff	Identify in 1 <sup>st</sup> quarter & Implement during 2 <sup>nd</sup> quarter	TOSA, support, software, and the comprehension tool kit, & State test release questions	Administration, & LIT	State scores

**Procedures for evaluating success in reaching this goal:** As a staff and LIT team we will look at our 2011 MSP results to see if we are in the area of our 1-2 year goal for reading. We will focus on our level 1 and 2 readers in the hopes of making gains through intervention classes. We will also focus specific skills for analyzing, comprehension and critical thinking.





## V. ACTION PLANS

### School Improvement Goal #3:

Our math goal is to increase the difference between state and school percentage of students meeting standard at a rate of 2% per year.

**Strategy:** Improve effective instruction and curriculum through a variety of professional development opportunities and student activities.

**Rationale:** Students will perform better on assessments if the concepts are taught and practiced. Students will also develop connections and relevancy between math and real life.

<b>Activities to Achieve this Goal</b> <i>What action will occur? What steps will staff take?</i>	<b>Professional Development</b> <i>How will staff acquire the necessary skills &amp; attitudes to implement the activity</i>	<b>Timeline</b> <i>When will this strategy or action begin and end?</i>	<b>Resources Available</b> <i>What existing and new resources will be used to accomplish the activity</i>	<b>Who is Responsible</b> <i>Who will provide the leadership?</i>	<b>Monitoring Effectiveness</b> <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Use OSPI site to acquire updated information surrounding state standards in math	Math teachers will take information provided by OSPI to align curriculum needs for students taking state test	During the 2010-11 school year	OSPI resources	Math teachers and administration	Building and state tests
Use test practice items embedded into curriculum	During BDD. days math teachers will look at release test items to align them with current curriculum	Begin with the BDD Sept. 30th and will end when school year ends	OSPI resources	CKMS Math staff and administration	State test scores and evaluation of practice test questions
Continue to use grade level assessments including 5 <sup>th</sup> grade to assist in placement of math students	Provide planning time to review and modify assessments	During the 2011-12 school year	New Holt test-prep generator	Shared responsible by entire district math staff and admin.	State test and assessment scores
Develop intervention strategies for struggling math students	Training for math staff	Identify students 1 <sup>st</sup> quarter and implement in Oct.	new "I Can " software and current math resources	Administration and math teachers	State scores and assessments

**Procedures for evaluating success in reaching this goal:** As a staff and our LIT team we will look at our 2011 MSP and assessment results to see if we are in the area of our 1-2 year goal for math. We will also focus on understanding the new state math test due out this school year.





## V. ACTION PLANS

### School Improvement Goal #4:

Our goal is to improve our intervention students' state scores in the areas of reading and math. The 1-2 year goal is for 60% of intervention students to pass the state reading and math tests. The 3-5 year goal is for 75% of intervention students to pass the state reading and math tests.

**Strategy:** To have a more purposeful and meaningful focus with our students that did not meet the MSP passing standard in reading and math. Daily intervention classes will create a learning environment to assist these students.

**Rationale:** Students will show improvement on the MSP due to the assistance provided by our staff.

<b>Activities to Achieve this Goal</b> <i>What action will occur? What steps will staff take?</i>	<b>Professional Development</b> <i>How will staff acquire the necessary skills &amp; attitudes to implement the activity</i>	<b>Timeline</b> <i>When will this strategy or action begin and end?</i>	<b>Resources Available</b> <i>What existing and new resources will be used to accomplish the activity</i>	<b>Who is Responsible</b> <i>Who will provide the leadership?</i>	<b>Monitoring Effectiveness</b> <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Use of BDD to establish list of students based on MSP results. Discuss curriculum needs	Beginning of the year staff training to review reading and math support options and class lists	September 2011	MSP results, teacher assessment, Data Dash Board, and grades	Administration and staff	Assessments of the student levels done throughout the year and MSP results
Intervention classes for struggling reading and math students	Training on materials being used for interventions	October 2011	Online I Can math and Tool Kit reading curriculum, and TOSA support	Administration, TOSA, and staff	Assessments of the student levels done throughout the year and MSP results

**Procedures for evaluating success in reaching this goal:** As a staff and our LIT team we will look at our 2011 MSP results to see if our intervention students showed improvement on the reading and math MSP test.





## V. ACTION PLANS

### School Improvement Goal #5:

Our goal is to increase student awareness of different cultures through activities, lessons, and celebrations. Based on the 2009 parent survey 81% of parents feel their child learns about cultures. The 2 year goal will be to have 82% of parents feel their child learns about cultures. Our 4 year goal will be to have 85% of parents feel their child learns about cultures.

**Strategy:** To have a more purposeful and meaningful focus on our staff development training at the building and district levels. Increase the opportunities to engage in meaningful collaboration around cultural awareness.

**Rationale:** Staff will be able to better meet the needs of their students with the proper training and collaboration around cultural awareness.

<b>Activities to Achieve this Goal</b> <i>What action will occur?            What steps will staff take?</i>	<b>Professional Development</b> <i>How will staff acquire the necessary skills &amp; attitudes to implement the activity</i>	<b>Timeline</b> <i>When will this strategy or action begin and end?</i>	<b>Resources Available</b> <i>What existing and new resources will be used to accomplish the activity</i>	<b>Who is Responsible</b> <i>Who will provide the leadership?</i>	<b>Monitoring Effectiveness</b> <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Possible Cultural Fair, Character Education, Assemblies, PSA, Classroom activities, Newsletter, Cultural Celebrations, Displays of student work focusing on cultural themes, and Flags of countries students represented	Use BDD staff training, team meetings, Curricular inclusion/emphasis lesson on cultures	Nov. 2011 with CKMS parent survey during the 11-12 school year	CKMS generated parent survey	Certified staff, I.A.'s, & Administration	Get results of 2011-12 CKMS parent and student surveys

**Procedures for evaluating success in reaching this goal:** As a staff and our LIT team we will look at our 2011 parent survey results to see if we are in the area of our 2 year goal for the increase student awareness of different cultures.





## VI. School Improvement Budget

(Tied to your School Improvement Plan)

2011-12 School Improvement Allocation: \$10,300.00

School Improvement Goal(s)	Professional Development Release Time, etc	Conferences Workshops	Consultants	Travel Expenses	Materials
<p><b>Goal #1:</b> Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of writing. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the writing state test. The 3-5 year goal is for 96% of 7<sup>th</sup> grade students to pass the writing state test.</p>	\$500	\$500		N/A	\$100
<p><b>Goal #2:</b> Our goal is to improve students' 7<sup>th</sup> grade state scores in the area of reading. The 1-2 year goal is for 93% of 7<sup>th</sup> grade students to pass the reading state test. The 3-5 year goal is for 94% of 7<sup>th</sup> grade students to pass the reading state test.</p>	\$500	\$500		N/A	\$500
<p><b>Goal #3:</b> Our math goal is to increase the difference between state and school percentage of students meeting standard at a rate of 2% per year.</p>	\$5,000	\$500		N/A	\$100
<p><b>Goal #4:</b> Our goal is to improve our intervention students' state scores in the areas of reading and math. The 1-2 year goal is for 60% of intervention students to pass the state reading and math tests. The 3-5 year goal is for 75% of intervention students to pass the state reading and math tests.</p>	\$500			N/A	\$100
<b>Total Cost:</b>	\$6500	\$1500		N/A	\$800



