Snoqualmie Valley School District

School Improvement Planning Process 2018-19

School Name: Twin Falls Middle School

School Mission – Vision Statement: Based on…Relationships, Relevance and Rigor

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The Improvement Process

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This tool is designed to be a living, breathing, document that can be easily accessed, monitored, and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information, and data. This will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

A School's Learning Improvement Process

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.
- Is led by the principal and a building's learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

Assumptions

Several assumptions are being made before a learning improvement team can dive into the process. The assumptions include:

- The school has a defined mission statement and members of the learning community use it as their driver for decisions.
- The school has established a learning improvement team and the learning improvement team, the principal, staff members, and parents have a clear understanding of why a systemic learning improvement process is necessary and what role they play in the process.
- The learning improvement team has adequate knowledge (or the commitment to gain that knowledge) in the school improvement process and research-based practices.

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 roadmap 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.
- The School Improvement Plan should address the following guiding questions:
  - *What do we want each student to learn?*
  - *How will we know when each student has learned it?*
  - *How will we respond when a student experiences difficulty in learning?*
  - *How will we respond when a student has already learned it?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

☒ Statewide Assessments	☒ District-Based Assessments	☐ Formative Assessments	☐ Graduation Rates
☒ Summative Assessments	☒ Student Perceptual Data	☐ Staff Perceptual Data	☐ Attendance Data
☐ Classroom-Based Assessments	☐ Content Area Assessments	☐ SAT/ACT Assessments	☐ Health Youth Survey
☐ Other:			

Summary of strengths or greatest progress based on the data:

➢ 6th Grade ELA increased from 75% meeting standard in 2017 to 80% meeting standard in 2018.
➢ 8th Grade ELA increased from 70% meeting standard in 2017 to 75% meeting standard in 2018.
➢ 6th Grade Math increased from 82% meeting standard in 2017 to 87% meeting standard in 2018.
➢ 7th Grade Math increased from 69% meeting standard in 2017 to 73% meeting standard in 2018.
➢ 8th Grade Math increased from 60% meeting standard in 2017 to 73% meeting standard in 2018.
➢ PBIS - Through the Tiered Fidelity Inventory reached Tier 2 as a school.
➢ Student survey data showed increase in number of students reporting a relationship with a trusted adult and feeling safe at school.
➢ Met last year's data goal: 20% of students at TFMS who start the school year "On Watch" will move to "Above Benchmark" as measured by the STAR Reading and Math Assessments.

Prioritized areas of opportunities or greatest challenge based on the data:

➢ Math and Literacy-Increasing the number of students meeting standard on the Smarter Balanced ELA and Math assessments. Specific attention is needed in the area of Special Education Math.
➢ Attendance-Decrease the number of students who are chronically absent. In 2017-2018, 8% of students missed more than ten school days
➢ Decrease number of SWIS Referrals on Wednesdays and in March (high points according to 2 years of data)
➢ RTI/MTSS-Implementing Tier 2 academic and behavioral interventions

<p style="text-align:center">**GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL**
Objective 1A: Positive Behavior Intervention and Supports (PBIS)</p>

OBJECTIVE:
Maintain and enhance a tiered, system-wide approach focused on improving building capacity to address behavior and make evidence-based social and emotional learning an integral part of education (Strategic Plan 1D).

During the 2018-19 school year, Twin Falls Middle School will decrease the number of SWIS Referral Forms, specifically targeting referrals administered on Wednesdays and in the month of March.

DESCRIPTION:
Social emotional skills are the skills that allow us to understand ourselves and to form healthy relationships with other people. These skills include the ability to recognize and manage emotions, to consider the perspective of others, and to effectively resolve conflicts. Social emotional skills are developed through the experiences of daily living and can also be taught and practiced. Research has shown that acquiring social emotional skills through instruction supports academic achievement and prevents risky behavior (Durlak, et. Al 2011). These competencies serve as a foundation for making responsible decisions that support individual well-being and, more broadly, support healthy communities. Challenging student behavior is often due to a skill-set deficit or a lack of base level supports. Steps can be taken to teach the needed pro-social skills and increase evidence-based supports district-wide.

PROGRESS MEASUREMENT:
- Completion of Action Steps (outlined below)
- Tiered Fidelity Inventory: reach 80% fidelity on Tier 1
- SWIS Discipline Data- 80% of staff (classified and certified) implementing behavior flowchart system with fidelity

ACTION STEPS:.
Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Staff used 4 Lense Protocol to identify reasons why Wednesdays and March were the highest referred.	August & September	Megan PBIS LIT	"4 Lense Protocol"	SWIS Data	PBIS Meeting Success Coordinator	2018-2019 school year
Celebrate and acknowledge student work and behavior through Pride Bucks and Raven Grams	2018-2019 school year	Teachers Office	● Expectation Protocols ● Teachers/staff	Pride Bucks	Celebrate and acknowledge student work and behavior through Student of the Week cards - mailed home	2018-2019 school year
Tracking of minor/major incident referrals through Schoolwide Information System (SWIS) and monitoring data to inform where additional attention/instruction is needed to change behavior	2018-2019 school year	PRIDE Team Teachers	● SWIS ● PRIDE Team	PRIDE Team will analyze SWIS data several times during each semester. Data will be analyzed to determine if there is a need to teach/re-teach common expectations in certain locations	Tracking of minor/major incident referrals through Schoolwide Information System (SWIS) and monitoring data to inform where additional attention/instruction is needed to change behavior	2018-2019 school year
Collaborate with ASB to promote expected behaviors and positive school culture	2018-2019 school year	PRIDE Team Teachers	● Paper ● Copier	Student communication through assemblies, email, google forms, staff meetings, etc.	Acknowledging positive behavior/excellence of students with PRIDE Bucks. School-wide goals will be set in collection of PRIDE Bucks several times throughout the school year	2018-2019 school year

<p align="center" style="color:green">GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1B: School Culture</p>

OBJECTIVE:

Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff (AWSP Criterion 1).

During the 2018-2019 school year, Twin Falls Middle School will increase the frequency of AVID strategies in classroom instruction.

DESCRIPTION:
"Leaders ask 'what is essential, what needs to be done, and how can we get it done?' An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by 'creating powerful, equitable, learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities'" (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).
http://www.awsp.org/awspdocuments/AWSP_LF_Rubrics.pdf

PROGRESS MEASUREMENT:
- AVID Coaching and Certification Instrument (CCI)
- Utilize a WICOR (Writing, Inquiry, Collaboration, Organization & Reading) tracker during classroom visits
- Staff survey
- Student survey

ACTION STEPS:
The primary leads responsible for the action steps (listed below) are *Principal* and *Assistant Principal*.

Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

    Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Administrative team will utilize a WICOR tracker form to monitor the frequency and types of AVID strategies used in classrooms	2018-2019 school year	Admin Team	WICOR tracker form	Week at a Glance updates	January March May	2018-2019 school year
Administrative Team, Learning Improvement Team and AVID Site Team model a shared vision for improving teaching and learning through quality PD. Opportunities include Learning Walks, highlighting AVID strategies and PD during BDD and Hybrid Days.	2018-2019 school year	Admin & AVID Site Team	Building, District and hybrid time	Ad Cabinet Walkthroughs	October 17	2018-2019 school year
Celebrate and acknowledge staff participation throughout the year. Highlight staff use of AVID & PBIS strategies via email and at staff meetings	2018-2019 school year	Admin & AVID Site Team	Email, staff meeting time	Staff Meetings	November 9 January	2018-2019 school year
Administrative Team will foster a culture of teaching and learning by allocating time and resources for professional development. PD focus for 2018-19: ● AVID school-wide implementation of Focused Note Taking ● AVID organizational strategies	2018-2019 school year	Admin, LIT and AVID teams	Building, District or hybrid time District coach support-AVID, Math ELA/SS	Building Directed Days	August 27 December 14 February 1	2018-2019 school year

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1C: School Safety

OBJECTIVE:
To promote school safety and security, prepare for unexpected events, and have systems in place for emergency communications is a key component of Snoqualmie Valley School District communications. (Strategic Plan 3D)

DESCRIPTION:
The process of identifying facility needs (short-term and long-term) will provide and ensure safe, secure, and healthy facilities for students and staff. This objective will also facilitate communication to the community regarding the condition of the facility. The building works to identify resources, refresh contact information, define protocols, practice responses, and partner with community agencies, to prepare for unplanned situations.

PROGRESS MEASUREMENT:
- Drill log
- Staff sign in sheets for training

ACTION STEPS:.
Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

   Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Complete scheduled and required Safety Drills (fire, earthquake, intruder drills)	2018-2019 school year	Principal Assistant Principal	*Certificated and Classified Employees *Updating Emergency Backpacks	Constant Contact Updates	Ongoing	2018-2019 school year

Staff participate in district sponsored Run, Hide and Fight training	Fall 2018	District-Operations Department	● District release time	District Communication	**Completed: August 23**	
Participate in district sponsored Stop the Bleed training	Fall 2018	Admin School Nurse	● Building time ● Trainers	Worked with Carolyn Malcolm to publicize training	**Completed: October 12**	
Implement *Easy Lobby* security program	2018-2019 school Year	District-Operations Department	● District support	Constant Contact Updates	Ongoing	2018-2019 school year

OBJECTIVE: Teachers will use multiple data elements to differentiate mathematics instruction to meet the needs of all students.

During the 2018-2019 school year, 80% of all Twin Falls students will meet or exceed standard on the Smarter Balanced Math Assessment.

DESCRIPTION: Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in mathematics.

PROGRESS MEASUREMENT:
- STAR Assessments, BOY, MOY, EOY
- Interim Assessment Blocks
- Common Summative Assessment
- Formative Classroom Assessments

ACTION STEPS:.
Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

Focus areas include:

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Review and analyze state, district and school-wide SBA results at LIT. *Tier 1*	Sept. 2018	Admin. Team	● LIT meeting time ● Building time ● Math meetings cohort and vertical	OSPI Report Card	**Completed: September 27**	2018-2019 school year
Math teachers analyze SBA scores and claim data *Teachers use claim data on their current students to focus on closing gaps *Tier 1*	August 2018	Admin Team & District Math Content Specialist	Building, hybrid or release time	Math Teachers' Annual Goal Setting Meetings	**Completed August 2018**	2018-2019 school year
Teachers, with district support, will administer two Interim Assessment Blocks (IABs). New teachers will be trained on administration of the IABs. Teachers will use this assessment data to modify and differentiate instruction. Students will benefit from the opportunity to practice in the SBA online testing format. *Tier 1*	2018-2019 school year	Admin Team and District Math Content Specialist	District Math Content Specialist Building, hybrid or release time IAB online resources	District Assessment Calendar Email	IAB Date TBD	2018-2019 school year

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Math teachers will collaborate with their colleagues to improve instruction and student performance. Activities may include standards review; creation or revision of common assessments and analysis of	2018-2019 school year	Admin Team And District Math Content Specialist	District Math Content Specialist Building, hybrid or release time	District Release Calendar	Dates TBD	2018-2019 school year

results and discussion of appropriate interventions. *Tier 1*						

Math teachers trained in AVID will share their knowledge with the department. Math teachers will implement Focused Note Taking in their classrooms *Tier 1*	2018-2019 school year	Admin and AVID Site Team	Building, hybrid or release time AVID PD	Building, District and Hybrid Directed Day Agenda	September 28 October 12 November 2 December 7 January 25	2018-2019 school year

Interventions:Math Lab Students enrolled in Math Lab will take the STAR Math test monthly. In addition, students enrolled in Math Lab utilize Accelerated Math for a minimum of 100 minutes per week. Teachers analyze STAR and Accelerated Math data to identify gaps. Staff who teach the Math Lab course will review STAR and Accelerated Math data to monitor student progress toward meeting standard on the SBA. In addition, teachers will monitor progress in Common Core courses through summative and formative assessments. *Tier 2*	2018-2019 school year	Math Lab teachers And District Math Content Specialist	STAR Math Assessment Accelerated Math Software Building, hybrid or release District Math Content Specialist	Skyward RTI Agendas	September Ongoing Assessment Data Analysis (RTI Meetings)	2018-2019 school year

Math Department & RTI team will identify additional Tier 2 interventions. Possibilities include using advisory period for peer tutoring. *Tier 2*	2018-2019 school year	Admin & RTI Team	● RTI Meeting time ● MTSS/RTI training ● Tutor training	Skyward RTI Agendas	September Ongoing Assessment Data Analysis (RTI Meetings)	2018-2019 school year

Special Education: Teachers will collaborate with colleagues and district to fully implement Math 180. As with general education, staff teaching SDI Math courses will analyze course data to monitor progress toward standard and student IEP goals *Tier 3*	2018-2019 school year	Admin Team and District Special Education Support Staff	● Building, hybrid or release time for collaboration ● District Math and or Special Education Content Specialist support ● Math 180 training	Release Days	October 2018 Future Dates TBD	2018-2019 school year

OBJECTIVE:
Teachers will use multiple data elements to differentiate ELA instruction to meet the needs of all students.

During the 2018-2019 school year, 80% of all Twin Falls students will meet or exceed standard on the Smarter Balanced English Language Arts assessment.

DESCRIPTION:
Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in English Language Arts.

PROGRESS MEASUREMENT:
- Completion of Action Steps (outlined below):
- STAR Reading Assessments, BOY, MOY, EOY
- Interim Assessment Blocks
- Common Summative Assessment
- Formative Classroom Assessments

ACTION STEPS:.
Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

   Focus areas include:

   - **SpEd, Poverty and EL in math and reading**
   - **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
   - **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Review and analyze state, district and school-wide SBA results at LIT and grade level cohort meetings to identify trends and achievement gaps Tier 1	Fall 2018	Admin & LIT	LIT meeting time Staff meetings Release Days	● OSPI Report Card ● Student Score reports	**Completed September 2018**	2018-2019 school year
ELA, Social Studies teachers will analyze 2018 SBA ELA data ● Teachers analyze data for current students to identify students who performed below standard on the 2018 ELA SBA and plan differentiated instructional approaches to increase student achievement Tier 1	Fall 2018	Admin Team & District ELA/SS Content Specialists	Building, hybrid or release time	Meeting Minutes in content meetings Discussion during staff meetings, LIT, content specific meetings		2018-2019 school year
ELA and Social Studies teachers, with district support, will implement at least two Interim Assessment Blocks (IABs). Teachers will use this assessment data to modify and differentiate instruction. Students will benefit from the opportunity to practice in the SBA online testing format. Tier 1	2018-2019 School year	Admin Team & District ELA/SS Content Specialists	Building, hybrid or release time	IAB student data Cohort Meeting minutes	IAB date TBD. Analysis will depend upon date of IAB.	2018-2019 school year

Teachers will use formative and summative assessment data to identify gaps, differentiate instruction and implement appropriate interventions. Teachers will collaborate with their cohorts to review common assessment data. Tier 1	2018-2019 school year	Admin, teacher leaders and District ELA/SS Content Specialist	Building, hybrid or release time. Time with district content specialist Common assessment data sets	Cohort Meeting minutes	Ongoing monitoring throughout the 2018-2019 school year	2018-2019 school year
Teachers will continue to fully implement newly adopted curriculum (My Perspectives) in 6th - 8th Grade Language Arts Classes. Tier 1	2018-19 School year	Admin, Teachers and Instructional Coaches	Building, hybrid or release time	Meeting minutes	Ongoing monitoring throughout the school year	2018-2019 school year

Interventions: Reading Lab Students enrolled in Reading Lab will take the STAR Reading test monthly. In addition, student progress is measured via *LLI data*. Tier 2	2018-2019 school year	Admin Team & Math Lab teachers	STAR Reading assessment *LLI* assessment data Building, hybrid or release time District ELA Content Specialist	RTI meeting minutes Cohort meeting minutes	Ongoing monitoring throughout the 2018-2019 school year. Specific meetings to analyze data depends on dates of STAR reading testing.	2018-2019 school year

Special Education and ELL Teachers will use formative and summative assessment data to identify gaps, differentiate instruction and implement appropriate interventions.	2018-2019 School year	Admin & teachers and district coaches	Building, hybrid or release time	Special Education Cohort meeting minutes	Ongoing monitoring throughout the 2018-19 school year.	2018-2019 school year

Tier 3						