

Beaver Lake Middle School

"Home of the Bulldogs"

25025 SE 32nd Street

Issaquah, WA 98029

425-837-4150

School Improvement Plan Year Span: 2018-2019 to 2020-2021

A School's Learning Improvement Plan

- Is developed according to the Washington Administrative Code 180-16-220
- Shows evidence of annual school board approval
- Includes information that staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants.
- Considers a collection of data over time that is analyzed to determine the focus of the plan
- Promotes continuous improvement in student achievement in state learning standards
- Recognition of non-academic student learning, what, and how.
- Addresses the characteristics of highly successful schools
- Is led by the principal and the building's Leadership Team
- Requires collaboration with the school staff and district administration
- Addresses equity (e.g. gender, race, ethnicity, culture, language and physical/mental ability)
- Action plans are based on best practice as identified by quality research
- Is a continuous process that requires ongoing monitoring and adjustment
- Addresses the use of technology to facilitate instruction
- Addresses parent, family and community involvement

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools:

clear and shared focus ♦ high standards and expectations for all students ♦ effective school leadership ♦ high levels of collaboration and communication ♦ curriculum, instruction and assessments aligned with state standards ♦ frequent monitoring of learning and teaching ♦ focused professional development ♦ supportive learning environment ♦ high levels of family and community involvement.

Data Dashboard

Achievement, Cohort & Demographic Overview

ELA SBA				
	5 th	6 th	7 th	8 th
2014-15	84.4			
2015-16	81.2	85.0	86.1	84.0
2016-17	85.7	82.4	87.1	87.2
2017-18	83.6	81.7	83.9	88.7
Math SBA				
	5 th	6 th	7 th	8 th
2014-15	82.5			
2015-16	74.3	73.9	79.7	82.8
2016-17	79.2	72.0	82.5	84.4
2017-18	78.5	79.5	75.7	78.9

Source: Homeroom

Demographics		
	#	%
17-18 Enrollment	844	
Males	421	49.9
Females	423	50.1
American Indian / Alaskan Native	1	0.1
Asian	269	31.9
Pacific Islander	4	0.5
Black/African American	4	0.5
Hispanic / Latinx	66	7.8
White	440	52.1
Two or More Races	60	7.1
Transitional Bilingual	25	3.0
Special Education	68	8.1
Free/Reduced Lunch	44	5.2
504	50	5.9

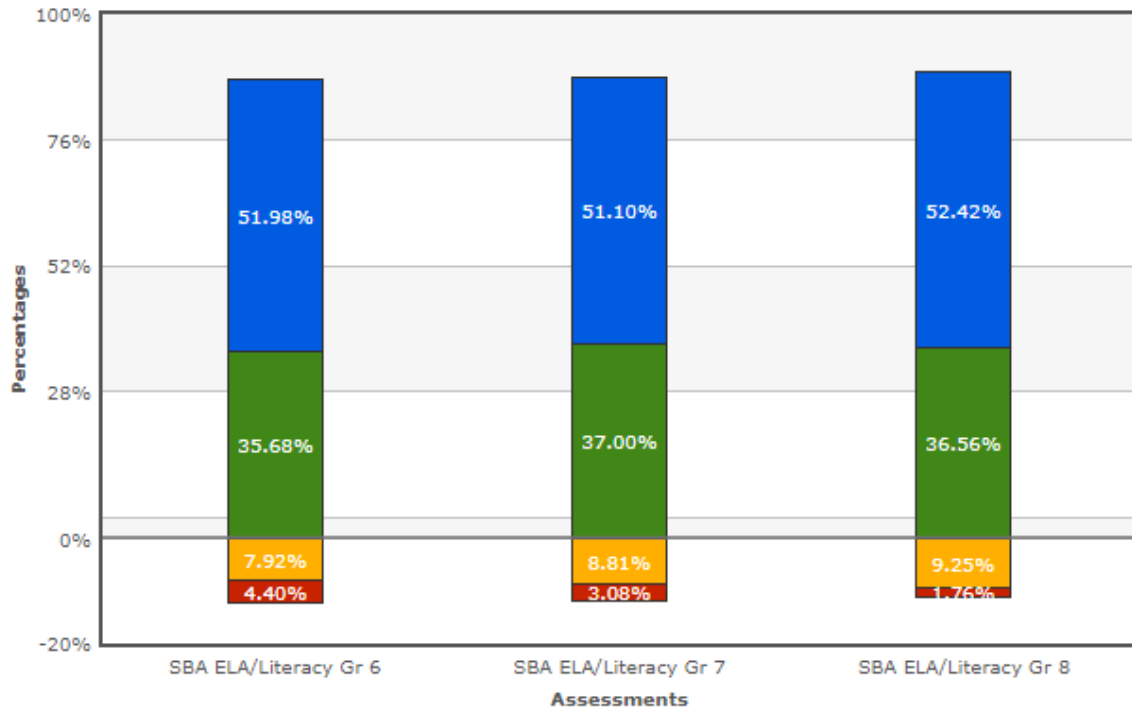
Source: CCSI Report Card

8th Grade Cohort ELA



Longitudinal Cohort: 227 Students

All 8th Grade students attending Beaver Lake

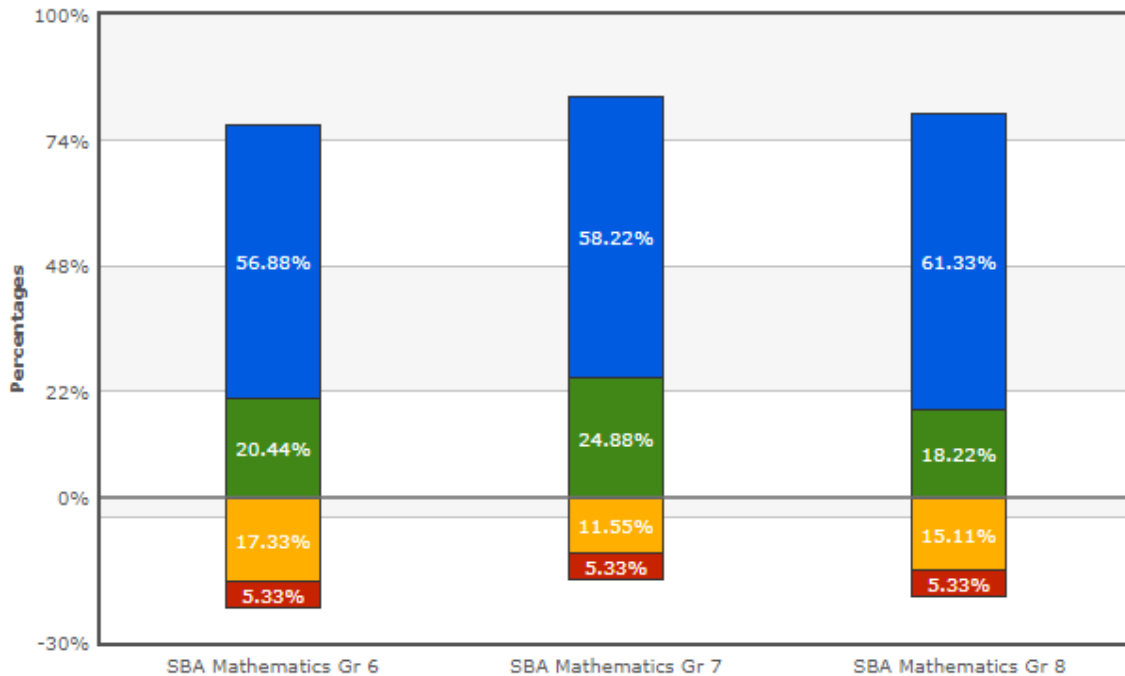


8th Grade Cohort Math



Longitudinal Cohort: 225 Students

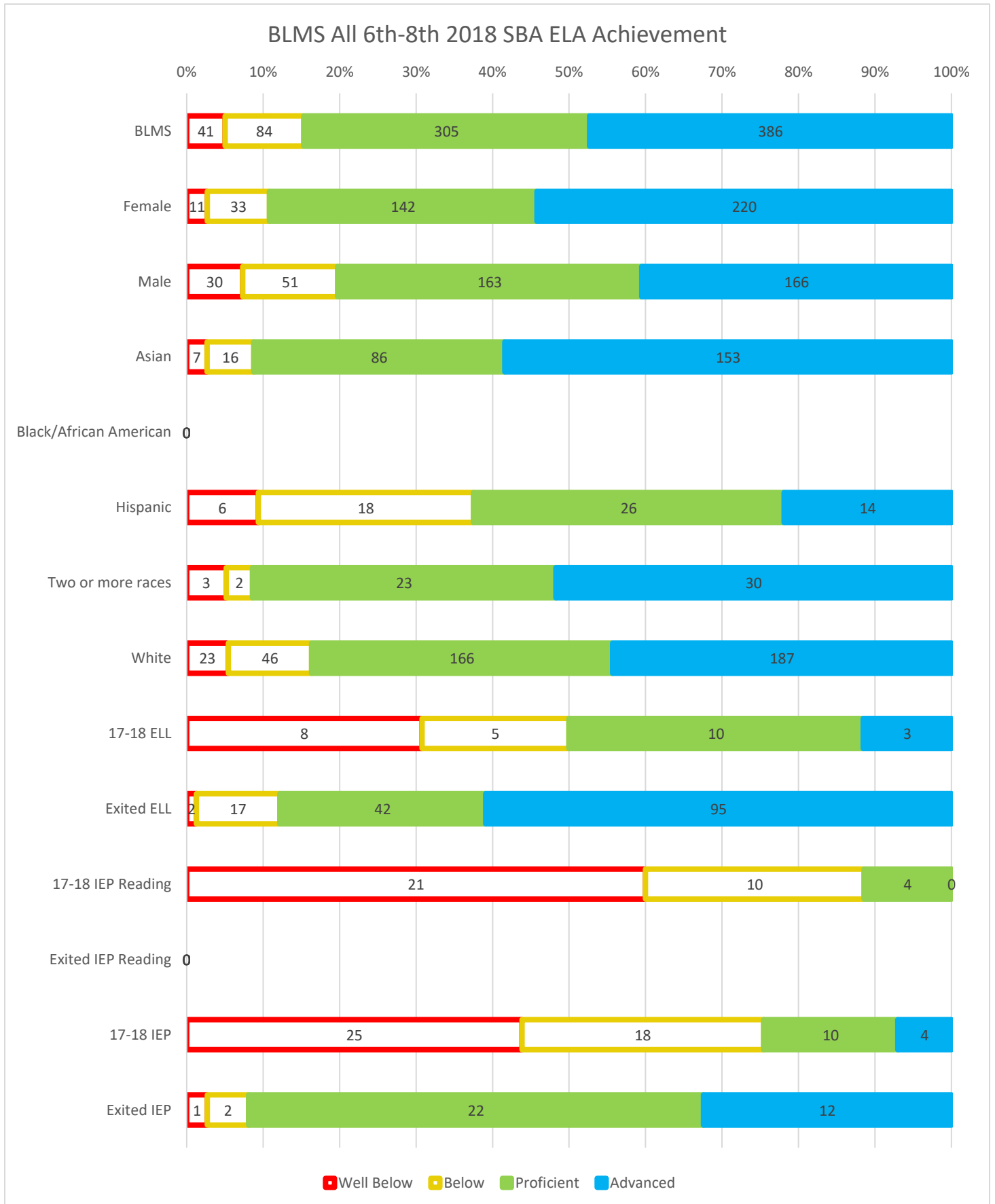
All 8th Grade students attending Beaver Lake



Source: Homeroom

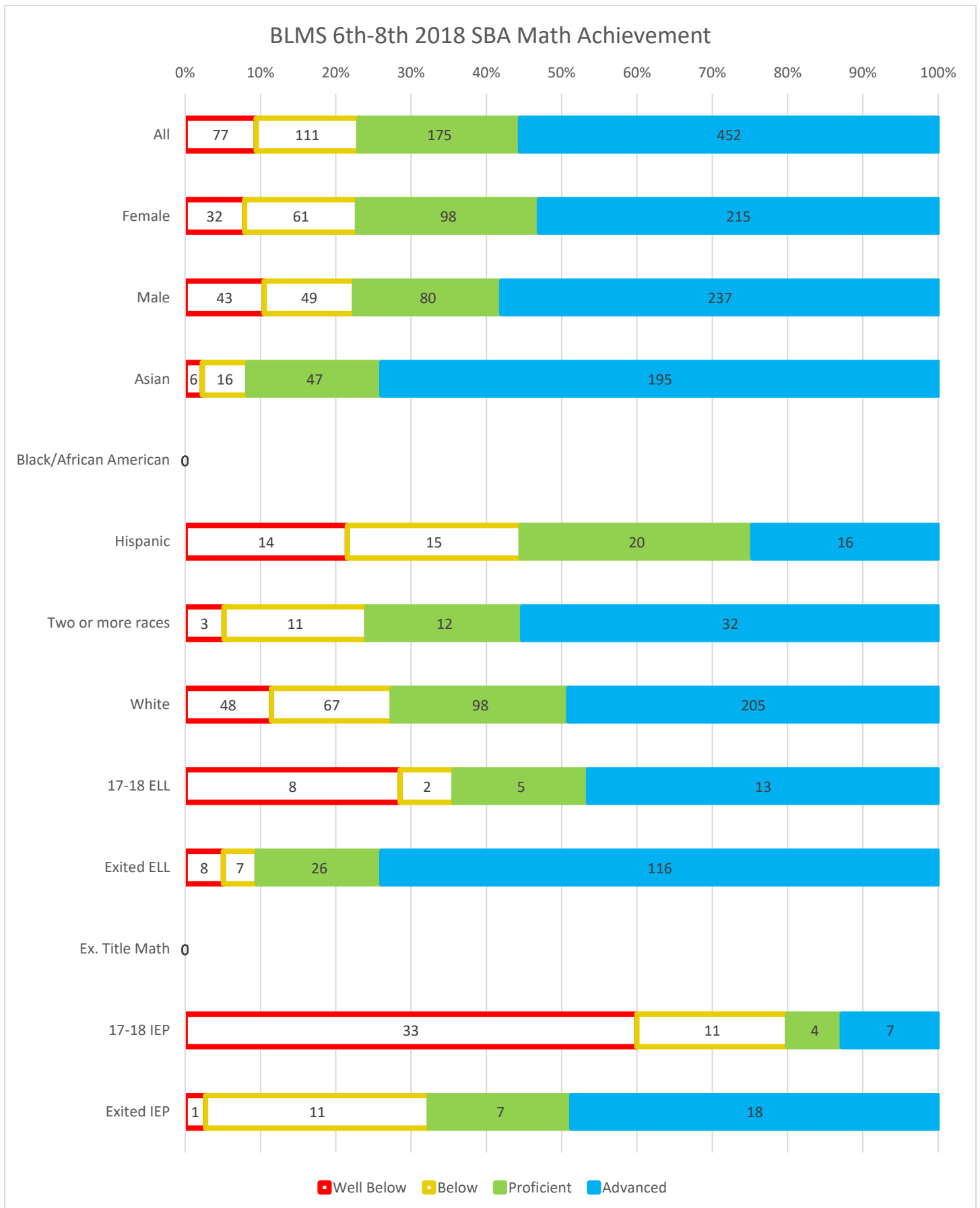
Achievement on SBA by Subgroup across all grades in school.

Source: Homeroom 081518 *Exited indicated students who received services any time prior to the 2017-18 school year.



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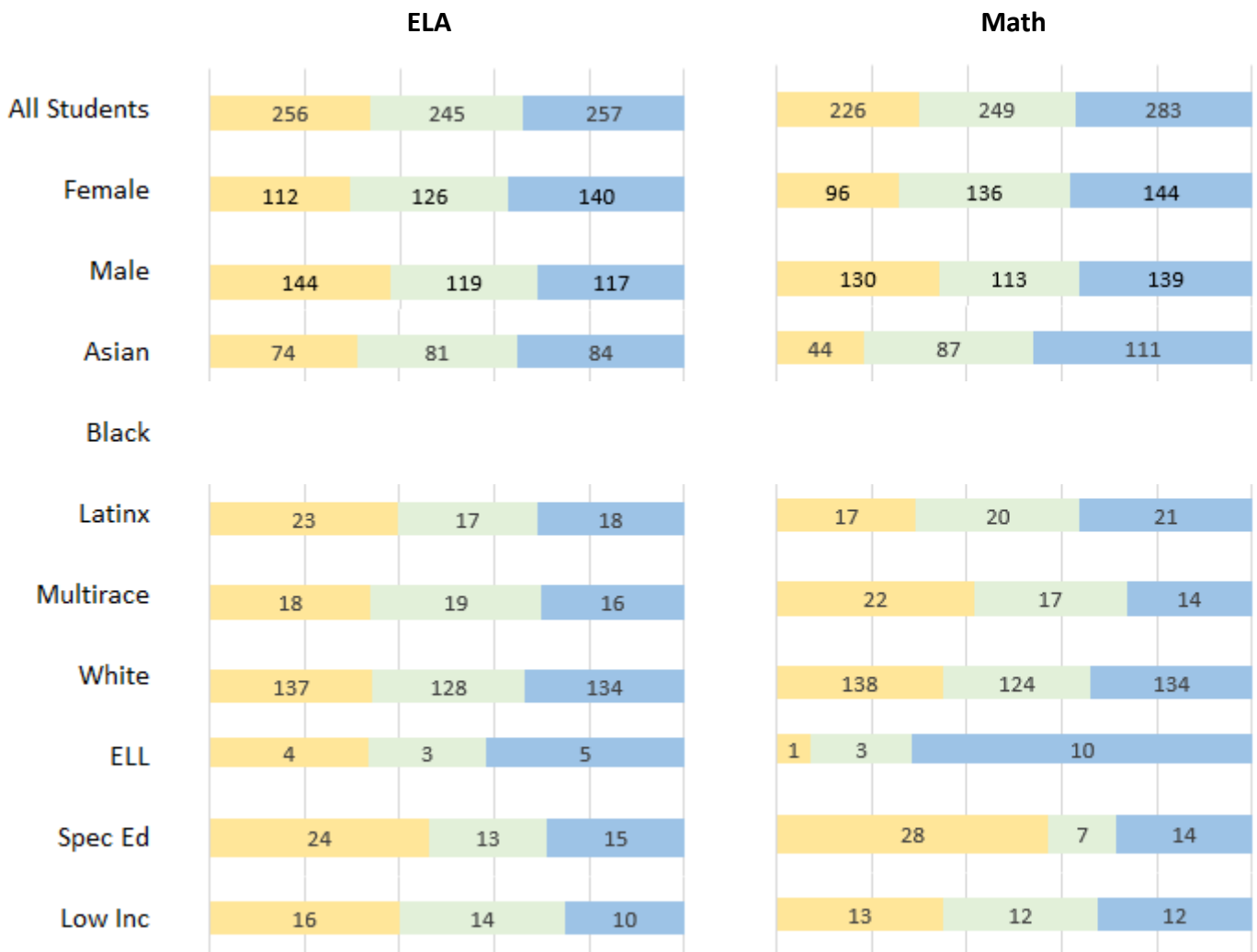


Student Growth Median Percentile Summary

	ELA				Math			
	6th Gr	7th Gr	8th Gr	All	6th Gr	7th Gr	8th Gr	All
All	50	48	55	51	53	56	54	55
Female	51	53	59	55	54	62	54	57
Male	47.5	43.5	50.5	46.5	52.5	48	54	52
Asian	57	54	47	53	65	69	60	62
Black	-	-	-	-	-	-	-	-
Hispanic or Latino	61	51.5	39	51.5	53.5	38	51	48
Two or More Races	60	63.5	42	55	25	55.5	58	42
White	43.5	42.5	59	49	47	50	51.5	51
Bilingual	-	-	-	51.5	-	-	-	88.5
SpecEd	25.5	49	42.5	41.5	28	45	25	32
504	41	39	51	41	50.5	24	42	41.5
Low Income	31	63.5	55	51.5	40	62	52	42

ESSA report: Middle 40% of schools have median SGP's of 46-54.5 in ELA and 45-55.5 in Math.

Student Growth Percentiles 6th-8th Grades: Low Growth – Typical Growth – High Growth



Sip Start Date: 9/30/2018

SIP Building Review/Edit Dates: 9/30/2019, 9/30/2020

School Board review Dates: 2019, 2020, 2021

Staff Information

Principal

Stacy Cho

Leadership Team

Marilee Bosshart, Marianna Vail, Darren McAllen, Belinda Rendon, Sarah Cullen, Lisa Russell, Michele Wells, Michelle Jones, Leora Clemans, Mandy Brown, Pat Dinsmore, Tim Ireland, Kristin Beasley, Vanessa Applehoff, April Cornett, Lane Helgeson.

Teacher Information

Will be added upon OSPI Release

School Data Review

BLMS administration, staff, leadership and site council reviewed school data and provided input into the SIP goals and targets.

Previous Year's SIP Information

Previous SIP Goal and Progress Toward Goal

Whole School:

By the 2017-2018 school- year, the percent of Beaver Lake Middle School Students meeting standard on the Grade 6-8 Math Smarter Balanced Assessment (SBA) will increase by 6% above the 2015 SBA scores.

We met our goal in 6th grade, but overall, we know we have continued work to do to get more students to standard on the Math SBA. When looking at our cohort data, our current 8th graders did show a 3.7% increase in one year from their 6th to 7th grade year.

Gap Goal:

By the 2017-2018 school- year, the percent of the Hispanic subgroup students from Beaver Lake Middle School meeting standard on the Grade 6-8 Math Smarter Balanced Assessment (SBA) will increase by 10% above the 2015 SBA scores for that subgroup.

Some data was not available on the OSPI website because our number of students who identify as Hispanic was too small. However, through our Homeroom program, we were able to analyze individual students to monitor their growth. We are really proud of the work we have done developing the ELL program at BLMS over the past three years. We now have a certificated ELL teacher that is supporting our students in an elective class. Our ELL teacher is actively partnering with our staff to help modify assignments and support the learning across the curriculum. We also send multiple teachers to the GLAD training offered each year to build

up our experts in the building to model strategies that support all of our students. With this continued work, we are going to shift our focus to a different gap group.

Justification for Why Goals Have or Have Not Changed on this Current SIP Plan

- We are starting a new 3-year SIP this year and will be writing a new plan.
- The percentage of our students that are at standard on our Math SBA continue to be lower than the percentage of students that are at standard on our ELA SBA. We want to continue to focus on our Math SBA scores to push the number of students at standard over the 82% mark in all three grade levels.
- We have analyzed the breakdown of targets on the SBA and identified key areas of focus that will be incorporated into individual teacher student growth goals as well.
- We are going through a pilot to adopt a new curriculum for our LRC1 Math classes which will benefit our students currently not at standard.
- We will continue to focus on thinking and reasoning skills development for all of our students across the curriculum to increase our scores on the SBA.
- For our gap goal, We are interested in looking at all of our students who scored a level 2 on the SBA ELA as our subgroup for the next three year plan. This will give us a larger group size to work with for our gap goal.
- As a district we are focusing on our special education students and taking a closer look at our students not at standard. We have analyzed the breakdown of our level 2 students to determine what percent have an IEP and what their qualifying areas are.
- We have implemented co-taught ELA classes at the 7th and 8th grade level, and are looking forward to analyzing the impact that has on student achievement for our students with an IEPs.
- The data shows that a high percentage of our students were below or at/near standard in listening skills as measured by the SBA in English Language Arts. We will also be focusing school wide on our students' listening skills in order to increase the percentage of our students at or above standard in this strand.

School Improvement Goals

All Students

By the 2020-2021 school year, the percent of Beaver Lake Middle School Students meeting standard on the Grade 6-8 Math Smarter Balanced Assessment (SBA) will be 82% or above.

Gap Group

Students scoring a level 2 on the ELA SBA. In 2018, 29 6th grade students and 29 7th grade students scored a level 2 on the ELA SBA the previous year.

Goal: 50% of students scoring a 2 on the ELA SBA will met standard on the ELA SBA within 3 years as demonstrated on longitudinal cohort data.

Action Plan

Action Steps. What research-based strategies will be implemented to achieve this goal?

- *We will be developing Common Academic Vocabulary as an entire school, utilizing GLAD strategies to chart the words, with definitions, synonyms and a visual picture. We will be looking at IMS and PCMS model for common academic language and creating those at BLMS.
- *We will be creating and implementing lessons about listening skills across all grade levels.
- * Special education students will be given an opportunity to take the interim SBA assessments utilizing their individual accommodations and supports twice before taking the SBA in May.
- * LRC 1 teachers will be able to use the interim assessments as teaching tools to support our special education students with test taking strategies and understanding the test as well as formative measurements to inform their practice.
- *All students will get practice using the SBA tools, once during a math class and once during an ELA class.
- *Individual classroom teachers will be focusing on our level 2 students as their student growth goals as part of the evaluation process.
- *Teachers will use the TIDE SBA Target information data to identify those targets that we have historically underperformed on the SBA. Specifically, the math department is looking at the targets, where they are addressed in the curriculum, and are having conversations about vertical alignment.
- *Math and LA departments will be focusing on the SBA released items and incorporating questions into classroom discussions and assessments.
- *GLAD Strategies
- *7th and 8th Grade SS teachers are focusing on writing goals and strategies for students with IEPs for better alignment between what occurs in the LRC I ELA classes and the Social Studies class. Also looking at organization tools such as graphic organizers and development of appropriately modified assessments-developed common language around modifications and sharing examples
- *We will write assessment questions and create learning activities where students will need to use their listening skills to complete a task or answer questions.
- *Staff have the option to observe each other teaching to learn strategies
- *Analyze the SBAC release items to share examples of how students' reasoning skills are assessed.
- *Departments will create Student Reflection sheets so that they can understand and analyze the reasons behind their error on assignments and assessments.
- *We have created co-taught classrooms in 7th and 8th grade ELA.
- *We have identified differentiated instruction as our inclusive practice to focus on as a leadership team and staff this year.
- * In our Health courses, students will develop reasoning skills though problem-solving the causes of and strategies to address health issues utilizing discussion, paragraph summaries, group activities and presentations.
- *In our Social Studies classes, students will develop and practice reasoning skills by responding to open ended questions, and engaging in debates and writing five paragraph essays. Teachers will be using document based questions on assessments requiring students use evidence and elaboration to justify their responses.
- *In our Math classes, they will be addressing reasoning skills by using error analysis warm up questions tied to their standards each day. Students will be identifying the error in logic and explain the correct way to solve the problem.

- * In our Science classes, there will be greater emphasis on students explaining their thinking and rationale when writing CERs to state their Claim, Evidence and Reasoning. Many are using GLAD strategies.
- *In our Language Arts students will write paragraphs and responses that cite evidence from the text and explain their reasoning through elaboration and analysis. Students will also analyze author's purpose to find deeper meaning. On multiple choice questions, students will select an answer and then provide a justification in the space provided. Teachers are also spending time focusing on plagiarism and how to properly cite sources. Our 7th grade team created a writing manual for common language and expectations across LA and SS.

Professional Development. What professional learning activities will be needed to support the successful implementation?

- *Utilizing experts in our building to provide PD on GLAD strategies
- *Time given to collaborate in PLCs
- *Accessing the new SBA interim assessments through the state
- *Access to the released items from the state to expose students to the different types of questions on the SBA, specifically listening and reasoning.
- *Work with the TOSAs to highlight where in the curriculum can we incorporate some of the released items.
- *Collaborating with the other middle schools to share ideas and strategies that are making gains in other buildings, especially around supporting our students in special education.
- *PTSA funded grant to release teachers to observe other teachers with our PBSES coach
- *Unpacking the standards to and creating specific learning targets to address areas of deficit.
- *Departments will develop growth goals around student reasoning, thinking and listening skills specifically looking at our level 2 students.
- *PD on writing questions that challenging and assess our students' thinking and reasoning skills and listening skills
- *Create common assessments
- *Share student reflection resources
- *Cultural Competency PD
- *PD on differentiation and modification from our Special Education Department
- *Staff and Paras are invited to PD about accommodations and modifications taught by Dana Bailey at PCMS
- *PD on teaching a thinking skill directly. Revisit the graphic organizers that were taught when the Thinking Habits and Skills were first introduce in the district.
- *PD on how to teach and assess reasoning and listening skills
- *We have sent a team of teachers to a training about Co-teaching

Timeline. When will this strategy or action begin and end?

- Staff Meetings -monthly
- Department Meetings- monthly
- Grade Level Meetings -monthly
- Team Meetings-weekly

Optional use of common prep time daily

Resources will be shared throughout staff intranet –as needed

Resources Available. What existing and new resources will be used to accomplish the activity?

*Our current experts in the building to teach GLAD strategies

*Our District TOSAs can help support department and team discussions and identify where on the district common assessments the reasoning skills are assessed.

*Student interviews with our Dean of Students/Counselors involving students on our D/F list at the mid tri and trimester grading report.

*Bonus Bulldog Time used for additional time during the day to provide interventions

*Parent Panel to get feedback and insight on how we can support all students and their transition into the American School System

*Designated support systems in place in our Positive Academic WorkSpace (PAWS) including accommodations and supports, tutoring, extra time on assignments, and organizational support.

*Time. Time to plan, learn, create, assess, listen, work in PLC, and go on Star walks

*Books studies using So you want to talk about race , The Inclusive Education Checklist ,

And The Principal’s Handbook for Leading Inclusive Schools.

Technology. How is technology being used to facilitate instruction?

- Homeroom
- GradeCam
- Snap to Read loaded on every student computer
- Color Printer for GLAD strategies
- Poster Machine for the creation of charts of common language
- Flipcharts, active expressions to capture student thinking, document camera to show student work, video tape examples of strategies in action for staff to view.
- Ipads
- Document Camera
- Interactive Whiteboards
- Access to computer labs
- Office 365
- OneNote shared folders and some staff are creating class notebooks
- Kahott and other interactive games
- Math 180

Parent/Family/Community Engagement

- Site Council
- PTSA general meeting
- Parent Surveys of students who are struggling
- Parent Panel
- Curriculum Night Presentations
- Individual parent meetings
- Open Library Labs for parents and students
- Walk about Volunteers
- Voice Mentors
- CORE program partnering with the YMCA

Monitoring

Monitoring Effectiveness- What on-going artifacts or evidence will be gathered to show this activity is making a difference in student learning?

- SBA data
- The creation of common vocabulary that we will create posters and hang in every room.
- Teacher Student Growth Goals used for their evaluation to monitor student learning.
- Teacher feedback on quality of discussion or responses in class or on teacher created assessments.
- GLAD strategies implemented into instruction as evident during walk-throughs and observations.
- Data collected on what intervention our struggling students are using during school
- The inclusive education checklist completed on the selected Best Practice
- Student Mid-Trimester Grades

Evaluation

What specific indicators will be used to evaluate the success of this goal?

- SBA data, including cohort data for each gap group cohort
- Student scores on common assessments to be identified by department
- Student surveys and interviews conducted by Admin and Counselors
- Student grades at the mid trimester and trimester
- Teacher student growth goals

How does your plan address the needs of both the struggling and high achieving students?

- We believe that all students will be learning every day. Having students reflect on their own understanding and challenging them to explain their thinking and reasoning supported by evidence, will address the learning needs of all students. Asking students to not only give an answer but to explain why, or how the concept relates to the real world, enriches the learning experience.
- We will continue to provide PD to address the needs of all students by expanding the teacher tool kit to share GLAD strategies, examples of how to modify assignments, or differentiate to meet the needs of all students in their classroom.
- We will continue to research the best way to teach listening skills. We are finding that even our high achieving students struggle with listening and following directions. Our staff have indicated that they often have to repeat directions, or have to remind students to slow down, show their work, and put their best effort into the task at hand.
- We will incorporate more word problems where students will work on comprehending short pieces of data to solve problems, interpret graphs, and explain their reasoning. Our plan of having all content areas focus on this, will address the range of needs, because students will have consistent experiences and expectations in all of their classes. We want to move away from isolated experiences and have students experience inter-disciplinary learning.
- We will incorporate more listening activities where students will have to practice listening to a passage before answering questions. We are finding that students struggle if there is no visual cue to pay attention to.
- We will continue to find current brain research and share with our staff, students and families. What is the impact that technology is having on our students and their brains and their attention spans? What are we noticing in class and what are current best practices that we can implement to help refocus our student's energy?
- Analyzing our SDQ data, we are able to get information about the internal stresses our students have to provide information to their parents and to the students themselves.
- Using released items and interim assessments will help all students understand the types of questions that they will have to demonstrate proficiency on.

Additional Schoolwide Focus

Background: ISD began implementing Positive Behavior and Social Emotional Support (PBSES) programming during the 2015-16 school year. Since this time implementation, resources, training and commitment to the mission of PBSES has developed in strong ways across the K-12 system. The middle level is a key piece to providing continuity of positive behavior and social emotional supports as students experience the transition from elementary to high school students.

New Goal: To further develop our multi-tiered systems of support (MTSS) to strengthen Positive Behavior and Social Emotional Support.

- To clarify the supports for students at the Tier 1, 2, and 3 levels
- Engage in ISD multi-day Tier 2 training
- Build Tier 2 Teams at the building level to strengthen supports for at-risk students in the areas of behavior and academics
- Attend MTSS conferences to deepen learning and collaborate with other educators, leaders and specialists around tiered intervention systems

- Deepen our understanding of Trauma-Informed education and implementing strategies to best serve students who have experienced Adverse Childhood Experiences (ACEs).
- Develop effective de-escalation strategies to assist students in self-regulation and returning to their “learning ready” brain
- Support teachers in deepening and developing their skills as providing in-class interventions to support students with academic or behavioral challenges
- Provide lessons for students facing disciplinary consequences as it relates to our school behavior matrix so that consequences are paired with conversation, reflection, parent partnership, re-teaching, positive behavior replacement and collaboration with appropriate staff members (i.e. counselor, case manager, etc).
- Support department and grade levels effective tools to discuss students of concern and explore next steps for support and/or intervention
- Concurrently with the implementation of Tier 2 Team, clarify the role of Guidance Team and 504 Team within school buildings
- Implement and refine Social Emotional Learning (SEL) curriculum and lessons that teach pro-social behaviors and strategies to overcome age & grade level appropriate challenges
- Plan and implement professional development (PD) for school staff to support the successful implementation of SEL
- Communicate with parents and guardians around the SEL lessons to allow families to more fully support social emotional learning
- Continue to administer a screener (i.e. SDQ or other) to identify students in need of additional behavior and social emotional support
- Continually seek new and ways to reward and celebrate students who exemplify school behavior and academic expectation
- Consult with district support and specialists as well as current MTSS, PBSES, and Trauma-Informed literature to deepen our understanding on how to best serve students with academic, behavior and social/emotional challenges