

"Home of the Panthers"
600 Second Avenue SE
Issaquah, WA 98027
425-837-6800

School Improvement Plan Year 2

Year Span: 3 year plan – 2018-19, 2019-20 & 2020-21 School Years

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.

SIP Start Date: 9/5/2018

SIP Building Review/Edit Dates: 8/20/19, 8/20/20

School Board Review Dates: February 27, 2020

Staff Information

Principal Team

Carrie Reckling - Principal

John Gardiner – Assistant Principal

Becky Mullvain – Assistant Principal

Leadership Team

Rita Mallick, Michaela Wickenheiser, Traci Brewster, Julia Weed, Kristin Johnsen, Kari Graettinger, Daley Landon, Boyd Cottom, Cathy Salmon, Marina Ganotra, Janelle Williford, Mari Stevens, AnnaMaria Austin, Holly Stipe.

Teacher Information

Teacher information links from OSPI:

[Classroom Teachers](#)

[Average Number of Students](#)

[Average Years of Teaching Experience](#)

[Teacher Certification](#)

[Teacher Education](#)

[Teacher Qualification](#)

School Data Study

At Issaquah Middle School, we reviewed the last four years of Smarter Balanced Assessment data. In looking at the SBA we considered the following: Overall student performance, math and ELA strand data, math and ELA target data, cohort data, and student growth percentiles as well as the performance of all gap groups, service groups, students who were previously part of service groups, and gender against the all student average for each of the aforementioned measurements.

Overall scores, strand data and target data was provided to all departments as an area of focus in their instruction. An example of target data includes “Target 1: Write/Revise Brief Texts” or “Using fractions to add, subtract, multiply and divide rational numbers.”

While not explicitly included in our School Improvement Plan, we also looked at distribution of students in math classes as well as the strategic Math and Read 180 intervention scores.

Previous Year's SIP Information

Previous Goal

IMS SIP 2018-2021

Goal #1 (All Students)

By the 20-21 School year, the percent of Issaquah Middle School students meeting standard on the grade 6-8 ELA Smarter Balanced Assessment (SBA) will increase by 4% above the 2017-2018 period scores from 77.9% of students meeting standard in spring of 2018, to 82% of students meeting standard in the spring of 2021.

Goal #1 (Gap)

Issaquah Middle School students not supported by special programs scoring Level 2 on the ELA in 2018 or upon entrance to middle school will improve by one level. This will be tracked through static longitudinal groups. Specifically, we aim for 75% of students in this category to be proficient by the time they exit 8th grade.

Progress Toward All Student Goal

2018-2019 Data

Measure: SBA (WA state report card)

Grade 6: Students' growth saw decline from 76.9% (spring, 2018) to 74.6% (spring, 2019)

Grade 7: Students' growth saw growth from 77.0% (spring, 2018) to 80.2% (spring, 2019)

Grade 8: Students' growth saw decline from 80.0% (spring, 2018) to 77.6% (spring, 2019)

Measure: SBA (6th-8th combined on SIP report) 80.1% met standard (spring, 2019)

Progress toward Gap goal:

Gap Closing Goal #1

Issaquah Middle School students not supported by special programs scoring Level 2 on the ELA in 2018 or upon entrance to middle school will improve by one level. This will be tracked through static longitudinal groups. Specifically, we aim for 75% of students in this category to be proficient by the time they exit 8th grade.

2018-2019 Data

Measure: SBA: Percent at Standard

	2018	2019	2020
2024 Cohort	0% baseline 0/37	54% 20/37	TBD
2025 Cohort	NA	0% baseline 0/28	TBD
2026 Cohort	NA	NA	TBD

Progress: 54% of L2 Cohort achieved L3+ on SBA

Goal: Group will be at 64% by spring, 2020

Gap Closing Goal #2

Issaquah Middle School students served in Special Education, who scored Level 1 or 2 in 2018 or upon entrance to middle school will improve by one level. This will be tracked through static longitudinal groups. Specifically we aim for 80% of this group to move up one level by the time they exit 8th grade. In structuring the goal this way, we intend to include students who exit Special Education during middle school. In the 2018-19 school year, IMS served 86 Special Education students. In the 2019-20 school year, IMS served 99 Special Education Students.

Progress toward goal:

2018-2019 Data

Measure: SBA

	2018	2019	2020
2024 Cohort	0% baseline 0/14	L1-2: 3/10 30% L2-3: 0/4 0%	TBD
2025 Cohort	NA	0% baseline 0/20	TBD
2026 Cohort	NA	NA	TBD

Progress: L1-2 of Special Ed Cohort 30% increased by 1 level; L2-3 of Special Ed Cohort 0% increased. Total increase of students increasing by one level: 21%

Goal: 55% of Special Education students will increase by one level by spring 2020

Justification for Change or Maintenance of Goals

Issaquah Middle will continue with its Gap Closing Goals to focus on two types of students not meeting standard. We will continue to monitor students who scored a level 2 on the ELA Smarter Balanced Assessment and are not supported by already identified special support programs (ELL and Special Education). We will also be monitoring those students specifically identified as being in need of Special Education services. By focusing on ELA and these two groups, we believe that efforts made with a focus on effectively serving Special Education students, particularly in Reading, will translate to increased success for all struggling students.

IMS WSIF Data Analysis: This year, as a building leadership team, we reviewed the Washington School Improvement Framework (WSIF) data, which is a summary of SBA results over three years across all grade levels at Issaquah Middle School. In our analysis, it was determined that there is a significant gap between All Students and the subgroups of Latinx, Low Income, ELL and Students with Disabilities. The data shows that the Latinx subgroup has an average growth rate (5th decile), while the other groups' growth rate falls below average (Low Income: 3rd decile; ELL and Special Education: 1st decile). We will continue with our Gap Closing goals focused on Special Education and other students not served in other special programs.

School Improvement Goal

All Students

By the 2020-21 school year, the percent of Issaquah Middle School students meeting standard on the grade 6-8 ELA Smarter Balanced Assessment (SBA) will increase by 4% above the 2017-18 testing period scores from 77.9% of students meeting standard in spring of 2018 to 82% of students meeting standard in the spring of 2021.

Gap Group

(A) Issaquah Middle students not supported by special programs scoring Level 2 on the ELA in 2018 or upon entrance to middle school will improve by one level.

This will be tracked through static longitudinal groups. Specifically, we aim for 75% of students in this category to be proficient by the time they exit 8th grade. Starting this year, the first cohort 3 year group includes 40 students in the class of 2025.

(B) Issaquah Middle students served in Special Education, who scored Level 1 or 2 in 2018 or upon entrance to middle school will improve by one level.

This will be tracked through static longitudinal groups. Specifically we aim for 80% of this group to move up one level by the time they exit 8th grade. In structuring the goal in this way, we intend to include students who exit Special Education during middle school. In the 2019-20 school year, IMS serves 99 Special Education students.

Action Plan

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

1. Clearly Identified Learning Targets and Reflective Practices - Self Reporting, Hattie 1.44 ES & Teacher Clarity, Hattie .75 ES
 - a. Students will be active thinkers in their learning as they think about what they have learned, their understanding of that material and its applicability to their life through planned reflection.
 - b. Students will develop the skills necessary to understand classroom objectives and evaluate their progress towards those objectives through clear learning targets and rubrics.
 - c. Students will communicate their understanding of key concepts through a variety of mediums and methods.
 - d. Staff will use identified learning targets to develop student assessments.
 - e. Beginning with the Language Arts Department and expanding to other departments, teachers will focus on specific student reading skills across content areas. Initial SBA target data clearly identifies identifying text features in literary and informational texts, writing and revising brief explanatory texts, and using reasoning and evidence in literary and informational texts as skill areas needed for improvement.
 - f. In setting student growth goals, teachers will use our identified Level 2 students as a starting point for identifying instructional strategies that will increase student achievement in the classroom.
2. Grading and Assessment practices – Teacher feedback, Hattie .7 ES
 - a. Teachers will refine their assessment practices through the use of clear and explicit feedback.

- b. “Building on clear learning targets, teachers must be able to show their students how to do the tasks that they want done and tell them what they need to know.” (Marzano)
 - c. Focus on development of teacher rubrics as well as student-developed rubrics.
3. Continued implementation of Academic Language Across Content Areas - Teacher Clarity, Hattie .75 ES
 - a. Students will have a deep understanding of cross content academic vocabulary and the application of those skills to all classes through school-wide imbedded instruction of key words.
 - b. Students will co-construct meaning through collaborative group work using language that has a similar meaning in all classrooms.
 - c. Students will “inquire, summarize, inform, compare and contrast, classify, sequence, etc.” purposefully, accurately and with deep understanding of their thinking.
4. Professional Development for staff as it relates to differentiated instruction
 - a. Starting differentiation strategies commonly used with Special Education and ELL students and applying those for all learners in all settings.
 - b. Continue to expand our use of GLAD strategies through our building GLAD expert in content specific groups.
 - c. Teachers will engage in professional development as it relates to classroom discussion (Hattie, ES .82) and questioning strategies (Hattie, ES .48)
5. Targeted skill based intervention programs
 - a. Special Education students will be asked to take the Interim Based Assessments twice each school year. These assessments will provide immediate feedback on skill growth. Students will also have the opportunity to develop important test taking skills and strategies.
 - b. Read 180 classes will continue to be fully supported and target 45 students per year with this high leverage intervention program.

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

Professional development plans include, but are not limited to, the following:

- Collaborative work to integrate Cross Content Common Language across all content areas.
 - Staff training to gain a common understanding of Academic Vocabulary and explicitly instruct students on the meaning and use of that vocabulary across content areas
- Identifying high leverage differentiation strategies that span all content areas
- Book study on *Grading Smarter Not Harder* by Myron Dueck
- IMS Book Study *A Repair Kit for Grading* by Ken O’Connor
- Training on the implementation and use of Interim Based Assessments for Special Education and inclusion teachers
- Professional development for para-professionals on the implementation and support of Special Education student accommodations/modifications in the classroom
- Provide professional development in the use of GLAD strategies
- Collaboration across all middle schools on common professional development opportunities for teachers (i.e. differentiated instruction, assessment strategies and development of clear instructional strategies)
- PBSES training and support to build our PBSES system and MTSS model
- Training around best practices for supporting Special Education students through our inclusion model of instruction

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

Fall of 2018 to spring of 2021. We will be implementing our action plan in faculty and content area meetings, team collaboration opportunities and through individual self-selected professional development opportunities.

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

- Collaborative time with other middle school level administrators for professional development planning across middle schools
- Building and district employees modeling GLAD strategies
- Building and district employees training on the expansion of our Special Education inclusion model
- *Formative Assessment and Standards Based Grading* by Robert Marzano
- *Designing and Teaching Learning Goals and Objectives* by John Marzano
- *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College* by Doug Lemov and Norman Atkins
- *Questioning Sequences in the Classroom* (Classroom Strategies Series) by Robert J. Marzano & Julia Simms
- *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment* by Ron Berger, Leah Rugen, Libby Woodfin, Expeditionary Learning
- *The Inclusive Education Checklist* by Richard Villa and Jacqueline Thousand

Technology. How is technology being used to facilitate instruction?

- Homeroom
- Gradecam
- ActivelyLearn for collaborative professional development
- Office 365: Teams and OneNote as a collaborative tool for staff and students
- OneNote as an interactive electronic medium on which students can demonstrate understanding
- Snap to Read on all computers
- Computer based Interim Based Assessments
- Read & Math 180 Curriculum Software
- Computers, document cameras and projection devices
- 7+ classrooms with a 1:1 student to computer ratio
- All classrooms with no less than a 3:1 student to computer ratio

Parent/Family/Community Engagement

- PTSA
- Site Council: IMS Equity Advisory Group
- Associated Student Body
- Curriculum Night
- 5th Grade Parent Night
- Breakout sessions for families of students with Individualized Educational Plans
- Voice Mentors
- WalkAbout program parent volunteers

Monitoring

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

- Post Common District Assessment Scores in Social Studies, Reading, Math and Science
- Smarter Balanced Assessment Scores in English Language Arts and Math
- Interim Based Assessments
- Student Growth Goals as established by teachers
- Student Growth Goal data specific to targeted skills as identified by SBA target data
- MSP in Science
- Teacher surveys to align understanding of instructional strategies
- GLAD strategies implemented into instruction as evident during classroom walk through and observations.
- Read 180 Lexile scores

Evaluation

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

- Smarter Balanced English Language Arts data for all students, Level 2 non-intervention students and students with IEPs
- Smarter Balanced English Language Arts data for all three grade levels, specific attention to the targets previously identified as relative weaknesses
- Teacher data from student growth goals, revealing classroom based assessments aimed at the same target of reading comprehension
- Read 180 Lexile scores

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

In large part, a number of our high achieving students benefit from the curriculum used in the classrooms and the teachers teaching that curriculum. This is most evident in our math classes where we see 50% of our students at IMS reaching a level 4 in achievement. Furthermore, in both Math and ELA, we enjoy a significant gap in achievement in comparison to the state.

High achieving students also have a number of challenging course options available to them. They may self-select into advanced math and science paths as well as advanced Language Arts. Our counselors meet and work with our Highly Capable students and ensure that they are both academically challenged, motivated and prepared. Each summer, we review Spring SBA data and identify those students who have exceptionally high SBA scores yet selected a traditional academic pathway. We then personally contact those families to make sure they made an informed choice with the most current information. This is particularly important for our incoming 6th grade families, as we want to make sure students start their secondary career on the appropriate academic path.

Electives serve both our high achieving students as well as our struggling students in terms of engaging content that can be easily adapted to the skill level of the learner. In the 2019-20 school year, we have included electives as part of our inclusion model, and increased the number of Special Education Students accessing specially designed instruction served in the general education setting, in lieu of pull-out special

education services previously served in resource classes. At IMS, we also have a robust co-teaching inclusion model in the core academics of Math and ELA where the majority of our students with IEPs are integrated into general education classes. These students are supported by a general education teacher as well as a Special Education teacher.

For our struggling students, we have a number of intervention strategies. 91% of our students who are at Level 1 are in an intervention class of some sort. We offer Read 180 for 15 students per grade level as well as Math 180 for an additional 15 students per grade level each year. We have our English Language Development classes for ELL students.

Additional Schoolwide Focus

Issaquah Middle School has been adopting a PBSES model since the 2014-15 school year and we are currently in year five of a seven-year plan. We have created school-wide expectations that we call “The IMS Way”. These expectations have been taught and practiced on a scheduled basis for the past 4 years. We use our homeroom time to make sure that students are aware of the expected behaviors.

We have a strong PBSES team that supports our entire building with Tier 1 strategies and initiatives. We have implemented a daily homeroom time and we often use that time to reinforce school wide expectations. We also have a school-wide acknowledgement and recognition plan in place. We have “Panther Bucks” to reinforce and acknowledge expected behaviors. Every week there is a student store where the students can purchase items using the “Panther Bucks”. We also have a “Most Valuable Panther” award that has goals that align with the mission of PBSES. We continue to work on the 16 Proactive Classroom Management Strategies and focus on positive interactions with all students.

We have implemented school-wide use of SWIS and we present the data monthly to the staff. The social-emotional curriculum “Second Step” is in its 2nd year of implementation. We place great importance and value in identifying and supporting the social, emotional and mental health of our students. IMS celebrates the addition of a full time school based mental health specialist and another full time counselor. We are now able to administer screeners for students who are high stress internalizers earlier in the year and provide those students support sooner.

This is our 2nd year of the Tier 2 process as part of our Multi-tiered Systems of Support (MTSS). The Tier 2 team consists of counselors, administrators, our PBSES coach, Nurse and other support staff. We use specific data sets that assist in targeting our most at risk students with research based interventions tailored for them. This year we are both adjusting our previous student identification systems to mesh with the new MTSS system as well as effectively applying our newfound Tier 2 skills and knowledge, to create a system that best meets the needs of struggling students.