



SHORELINE SCHOOL DISTRICT

2015-16 School Improvement Plan: LITERACY

School: Kellogg Middle School

Date: 9/28/15

Principal: Lisa Gonzalez

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

SBA Results 2014-15

Grade	State Percent Met or Exceeded Standards	School Percent Met or Exceeded Standards	School Differential with State
7th	58%	74%	+ 16%
8th	58%	66%	+ 8%
Average of All Grades	58%	70%	+ 12%

On the 2013-14 MSP, Kellogg Middle School exceeded the state average by 15.5% in Literacy. Kellogg Middle School showed improvement relative to the state average in 7th grade ELA/Literacy with 74% of students demonstrating proficiency as compared to 58% in the state (a 16% differential); However, in 8th grade ELA/Literacy, 66% of students demonstrated proficiency as compared to 58% in the state (an 8% differential and a decrease from 2013-14 when the differential was 16.5%).

SRI Data: 75% of our 7th grade students reached or exceeded the 1050 grade level benchmark in the 2014-15 school year and 68% of our 8th grade students reached or exceeded the 1150 end of year benchmark. The average SRI growth amongst intervention students (Read 180, ELL, Directed Studies) was 91 points per student.

2014-15 PLC Data:

Reading Intervention PLC Student Growth Goal: Students will increase their abilities, from the first assessment to the final assessment, to utilize text features to comprehend informational text. 67% of students met or exceeded the established student growth goal.

English PLC Student Growth Goal: Students will improve by one level in their ability to analyze text and embed text evidence in order to respond to a given prompt as measured by the Common Core rubric. 59% of students met or exceeded the established growth goal.

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School Student Growth Goal for Common Core State Standards in Literacy:

Kellogg will show student growth in the mastery of Common Core state standards in Literacy (as measured by classroom-based common assessments) through:

- School-wide, high yield instructional strategies for ALL students;
- Implementation of PLC/Dept-based common formative assessments and data review cycles (a minimum of two times per year) to make instructional changes leading to student growth;
- Continued focus on family engagement (communication and involvement);
- Common, high expectations for ALL students (VALOR/PBIS).

- **On the 2014-15 Smarter Balanced Assessment, Kellogg Middle School exceeded the state average by 12% in Literacy. In the 2015-16 Smarter Balanced Assessment, Kellogg will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment by 5 percent over the 2015 results. Target: 75% of all students (average of both grades) will meet or exceed the state standard in 2015-16. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.**

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness (Student Growth Measures)	Resources Required
All teachers will participate in a PLC group to implement two or more common formative assessments linked to specific student growth goals, Common Core standards, and our SIP goals. All PLCs will share and review data from these common assessments a minimum of two times a year to measure student growth and modify instruction.	All Teachers All Teachers	All year	PLC Meeting Calendar; Student Growth Goals, Student Growth Conferences, Student Growth Data Collection, review, and sharing of classroom based assessment data and school-wide data.	Common Assessments; Rubrics; Data Gathering Tools; Data review protocols; Assessment Timelines
Further and deepen our school-wide implementation	All Teachers*		Professional Development:	

<p>use of these agreed upon AVID instructional strategies: Cornell note taking, text marking, and instructional/interactive notebooks through ongoing professional development and consistent classroom use. <i>Achieve level of "Routine Use" of Cornell Notes and Text Marking strategies in 2015-16 as demonstrated by: a minimal need to prompt students in use of these strategies, students extending use of these strategies outside of class and finding new applications, student notebooks show examples of these strategies from throughout the year and across content areas.</i></p> <p>Continue implementing Common Core standards with ongoing staff development, interaction with district instructional leaders, and PLC work.</p>	<p>*Elective teachers to use as appropriate.</p> <p>Social Studies Dept PLC Focus/Student Growth Goal on student notetaking (focus: Teaching Cornell Notes)</p> <p>All Teachers; Principal/Assistant Principal; Building Assessment Coordinator; District Leadership</p>	<p>All Year</p>	<p>Cornell Notes - Use already developed common rubric. Develop a sequence of instruction to increase mastery of Cornell note-taking. Provide ongoing staff training and review of the Cornell note-taking process as a learning tool.</p> <p>Text Marking – Use already developed common rubric. Identify specific steps and process to use across content areas.</p> <p>Notebooks – Review core agreements with notebooks (table of contents, numbered pages, daily notes or quick writes, use for study and review of material). Provide on-going opportunities for staff learning and study of effectiveness of notebooks.</p> <p>Critical Reading – Send team of staff to AVID Critical Reading, Cultural Relevancy, and Differentiation for ELL students strands (Kent, AVID).</p> <p>Measured through student assessments and PLC work. District PD Calendar PD provided within Building Calendar PLC Student Growth Goals</p>	<p>Common Training for All Staff; Graphic Organizers: Rubrics</p> <p>Common Training for All Staff; Rubrics</p> <p>Training, materials and supplies.</p>
<p>Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)</p>	<p>Responsibility</p>	<p>Timeline</p>	<p>Evidence of Effectiveness (Student Growth Measures)</p>	<p>Resources Required</p>
<p>Create new SIOP model for ELL students. Immerse ELL students in honors sections with para-educator support to increase language focus/acquisition. Provide a .2 release for ELL teacher to co-teach, model lessons, and plan for instruction in the SIOP classes.</p>	<p>Principal, Director of ELL, ELL Teacher, SIOP Teachers</p>	<p>All Year</p>	<p>Increased language acquisition as measured by ELL classroom data, reading fluency and comprehension data, and SIOP classroom assessment data.</p>	<p>PD for SIOP teachers, time for co-planning; High Impact \$</p>

<p>Develop a Mentor program—adult to student – to provide academic and social support for struggling students.</p>	<p>Principal, Mentor program Coordinators, Counseling Team</p>	<p>All Year</p>	<p>Mentor/Mentee program attendance and participation data, school attendance data for mentees, academic data (missing assignments, grades) for mentees</p>	<p>Time to plan and coordinate; Mentor Coordinator Stipend</p>
<p>Identify students in the “gap” and regularly discuss strategies that are working and share best practices as well as track/progress and monitor “gap kids.” (Kid Council, staff meetings, photo communication board)</p>	<p>Principal, All Teachers</p>	<p>All Year</p>	<p>Progress Monitoring Data – Gap Students Group in Data Dashboard</p>	<p>High Impact and Inclusion \$; Para Support</p>
<p>Create AVID Site Team to study implementation of AVID elective and plan for a 2016-17 AVID class.</p>	<p>Principal</p>	<p>Sept - Jan</p>	<p>Monitor attendance at AVID Site Team meetings, visit AVID program sites, and plan with Shorecrest.</p>	<p>Google, SRI data, Reading Intervention Specialist</p>
<p>Revise and improve MDT/SST meeting processes to support ongoing progress monitoring of students with IEPs to ensure access and increase student success.</p>	<p>Assistant Principal; School Psychologist</p>	<p>All Year</p>	<p>MDT meeting processes, forms, and minutes</p>	
<p>Implement school-wide PBIS program with focus on common academic expectations (planner, calendar, note taking) and common behavior expectations to ensure ALL students have common high expectations, explicit instruction in what those are, and a greater chance for school success.</p>	<p>Assistant Principal; PBIS Lead Counselor</p>	<p>All Year</p>	<p>TBD; Year to develop data collection strategies and processes</p>	<p>\$ to support Read 180</p>
<p>Homework Lunch, peer tutoring and Hang Time tutoring will be provided for students needing support (Tier 1 Intervention.)</p>	<p>Principal; Assistant Principal; Counseling Team</p>	<p>All year</p>	<p>Homework Lunch data tracked on Google spreadsheet; Missing assignments tracked on Data Dashboard; Data shared with staff</p>	<p>FTE</p>
<p>All students are assessed for reading comprehension twice per year using the SRI tool. Students in Reading intervention classes are assessed four times per year with additional progress monitoring built in. Students in Reading intervention who have two consecutive measures at or above benchmark will be considered for movement out of intervention.</p>	<p>English Department; School Librarian; Reading Intervention Teachers.</p>	<p>All year</p>	<p>Updated Reading Spreadsheet as maintained by building and district level reading specialists; reviewed by Counselor/Admin and reading intervention team. 75% of students to be at lexile benchmark by the end of the year as measured by SRI.</p>	
<p>Students who are not at grade level benchmark (36</p>				

<p>seats) and not served in Directed Studies are placed in the double period Read 180 intervention program.</p>	<p>Reading Intervention Placement Team</p>	<p>August and January</p>	<p>Master Schedule</p>	<p>Stipend for Reading Intervention Teacher; Intervention Funding</p>
<p>SIOP courses are taught in Science and Social Studies to provide targeted literacy instruction for ELL students. ELL students will be grouped in Honors classes. The ELL teacher will have .2 release to support SIOP teachers with effective instructional strategies and to track exited ELL students.</p>	<p>SIOP teachers in key departments; Counseling/Admin</p>	<p>August placement</p>	<p>Master Schedule</p>	<p>Dedicated training and time; CAD meetings for referrals</p>
<p>The Reading Intervention Team will determine student placement in reading support classes and regularly meet (1 x in August, and 2X per year) to review student progress and adjust placements as needed.</p>	<p>Reading Intervention Placement Team</p>	<p>3x per year</p>		
<p>Support will continue for two organizational tutorials and intervention tutorials (reading and math) at both grade levels, dependent on student needs.</p>	<p>Counselor/Admin Team</p>	<p>August placement - quarterly review</p>	<p>Master Schedule</p>	<p>\$ and Time for Individual to Lead and Coordinate</p>
<p>Provide professional development on working with students with behavioral and/or mental health challenges. Review Kid Council, counseling intervention supports, and referral processes.</p>	<p>Counselor/Admin Team; Team Leaders; Student Services; CHS</p>	<p>All year</p>	<p>Staff Meeting Schedule and PD Calendar</p>	
<p>Staff (teachers, counselors, and office staff) will use Language Line, TransAct, Skyward parent email, and Robocalls/emails to communicate information to families.</p>	<p>All Staff</p>	<p>August and Mid-Year follow up</p>	<p>Staff Meeting Schedule</p>	
<p>Develop and implement a new student to staff mentor program.</p>	<p>Admin/Counseling</p>	<p>All year</p>	<p>Development of program; identification of lead staff member; identification of students</p>	



SHORELINE SCHOOL DISTRICT

2015-16 School Improvement Plan: MATH

School: Kellogg Middle School

Date: 9/28/15

Principal: Lisa Gonzalez

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

2014-15 Smarter Balanced Results: Math (all students)

Grade	State Percent Met or Exceeded Standards	School Percent Met or Exceeded Standards	School Differential with State
7 th	40%	68%	+ 28%
8 th	48%	66%	+ 18%
Average of All Grades	44%	67%	+ 23%

On the 2013-14 MSP, Kellogg Middle School exceeded the state average by 15.8% in Math. Kellogg showed improvement relative to the state average in 7th grade Math with 68% of students demonstrating proficiency as compared to 40% in the state (a 28% differential); in 2013-14, Kellogg outscored the state average in 7th grade by a differential of 16.5%. In 8th grade Math, 66% of students demonstrated proficiency as compared to 48% in the state (an 18% differential and a increase from 2013-14 when the differential was 14.9%).

14-15 Math PLC Goal:

70% of students will score a level 4 (75-100%), or move up one level on the rubric as measured through Mastery Tests. Students who began at level 4 will maintain a level 4 while working on more complex problems at each quarter checkpoint. 44% of students met or exceeded the student growth goal.

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School Student Growth Goal for Common Core State Standards in MATH:

Kellogg will show student growth in the mastery of Common Core State Standards in Math (as measured by classroom-based common assessments) through:

- School-wide, high yield instructional strategies for ALL students;
- Implementation of PLC/Dept-based common formative assessments and data review cycles (a minimum of two times per year) to make instructional changes leading to student growth;
- Continued focus on family engagement (communication and involvement);
- Common, high expectations for ALL students (VALOR/PBIS).

- **On the 2014-15 Smarter Balanced Assessment, Kellogg Middle School exceeded the state average by 23% in MATH. In the 2015-16 Smarter Balanced Assessment, Kellogg will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment by 5 percent over the 2015 results. Target: 72% of all students (average of both grades) will meet or exceed the state standard in 2015-16. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.**

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness (Student Growth Measures)	Resources Required
All teachers will participate in a PLC group to implement two or more common formative assessments linked to specific student growth goals, Common Core standards, and our SIP goals; All PLCs will share and review data from these common assessments a minimum of two times a year to measure student growth and modify instruction.	All Teachers All Teachers	All year	PLC Meeting Calendar; Student Growth Goals, Student Growth Conferences, Student Growth Data Collection, review, and sharing of classroom based assessment data and school-wide data.	Common Assessments; Rubrics; Data Gathering Tools; Data review protocols; Assessment Timelines
Further and deepen our school-wide implementation	All Teachers*		Professional Development:	

<p>use of these agreed upon AVID instructional strategies: Cornell Notes, Text Marking, and Instructional/Interactive Notebooks through on-going professional development and consistent classroom use. <i>Achieve level of "Routine Use" of Cornell Notes and Text Marking strategies in 15-16 as demonstrated by: Minimal need to prompt students in use of these strategies; Students extending use of these strategies outside of class and finding new applications; Student notebooks show examples of these strategies from throughout the year and across content areas.</i></p> <p>Continue implementing Common Core standards with on-going staff development, interaction with district instructional leaders, and PLC work.</p>	<p>*Elective teachers to use as appropriate.</p> <p>Social Studies Dept PLC Focus/Student Growth Goal on student notetaking (focus: Teaching Cornell Notes)</p> <p>All Teachers; Principal/Assistant Principal; Building Assessment Coordinator; District Leadership</p>	<p>All Year</p>	<p>Cornell Notes - Use of already developed common rubric; develop a sequence of instruction to increase mastery of Cornell Notes; provide on-going staff training and review of Cornell Notes process as a learning tool</p> <p>Text Marking – Use of already developed common rubric; identify specific steps and process for across content areas</p> <p>Notebooks – Review core agreements with notebooks (table of contents, #d pages, daily notes or quick writes, use for study and review of material); Provide on-going opportunities for staff learning and study of effectiveness of notebooks.</p> <p>Critical Reading – Send team of staff to Critical Reading strand, Cultural Relevancy Strand, and Differentiation for ELL students (Kent, AVID).</p> <p>Measured through student assessments and PLC work. District PD Calendar PD provided within Building Calendar PLC Student Growth Goals</p>	<p>Common Training for All Staff; Graphic Organizers: Rubrics</p> <p>Common Training for All Staff; Rubrics</p> <p>Training, materials and supplies.</p>
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Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)	Responsibility	Timeline	Evidence of Effectiveness (Student Growth Measures)	Resources Required
Create new SIOP model for ELL students; immerse ELL students in Honors sections with paraeducator support to increase language focus/acquisition; Provide a .2 release for ELL teacher to co-teach, model lessons, plan for instruction in the SIOP classes	Principal, Director of ELL, ELL Teacher, SIOP Teachers	All Year	Increased language acquisition as measured by ELL classroom data; reading fluency and comprehension data; and SIOP classroom assessment data.	PD for SIOP teachers, time for co-planning; High Impact \$
Develop a Mentor program—adult to student – to provide academic and social support for struggling students	Principal, Mentor program Coordinators, Counseling Team	All Year	Mentor/Mentee program attendance and participation data; school attendance data for mentees; academic data (missing assignments, grades) for mentees	Time to plan and coordinate; Mentor Coordinator Stipend
Identify students in the “gap” and regularly discuss strategies that are working and share best practices as well as track/progress monitor “gap kids” (Kid Council, staff meetings, photo communication board)	Principal, All Teachers	All Year	Progress Monitoring Data – Gap Students Group in Data Dashboard	
Create AVID Site Team to study implementation of AVID elective and plan for a 2016-17 AVID class.	Principal	Sept - Jan	Attending AVID Site Team Meetings; Visiting AVID program sites; Planning with Shorecrest	
Revise and improve MDT/SST meeting processes to support on-going progress monitoring of students with IEPs to ensure access and increase student success	Assistant Principal; School Psychologist	All Year	MDT meeting processes, forms, and minutes	
Implement school-wide PBIS program with focus on common academic expectations (planner, calendar, note taking) and common behavior expectations to ensure ALL students have common high expectations, explicit instruction in what those are, and a greater chance for school success	Assistant Principal; PBIS Lead Counselor	All Year	TBD; Year to develop data collection strategies and processes	
Homework Lunch, peer tutoring and Hang Time tutoring	Principal; Assistant		Homework Lunch data tracked on Google	High Impact

<p>will be provided for students needing support (Tier 1 Intervention)</p>	<p>Principal; Counseling Team</p>	<p>All year</p>	<p>spreadsheet; Missing assignments tracked on Data Dashboard; Data shared with staff</p>	<p>and Inclusion \$; Para Support</p>
<p>All students are assessed for Math understanding using STAR assessment 3 x per year. Students in intervention classes have additional progress monitoring built in.</p>	<p>Math Department; Tutorial Intervention Teachers</p>	<p>All year</p>	<p>Data collected in STAR; supplemented by classroom assessment data</p>	<p>Google, SRI data, Reading Intervention Specialist</p>
<p>7th Grade students who are not at grade level benchmark but are high level 2s on the SBA and are not already served in Directed Studies are placed in the double period LAP Math intervention program.</p>	<p>Math Intervention Placement Team</p>	<p>August and January</p>	<p>Master Schedule</p>	<p>LAP \$</p>
<p>Continued support for two organizational tutorials and intervention tutorials (reading and math) at both grade levels</p>			<p>Master Schedule</p>	
<p>Provide professional development on working with students with behavioral and/or mental health challenges; Review Kid Council, counseling intervention supports, and referral processes.</p>	<p>Counselor/Admin Team; Team Leaders; Student Services</p>	<p>All year</p>	<p>Staff Meeting Schedule and PD Calendar</p>	
<p>Staff (teachers, counselors, and office staff) will use Language Line, TransAct, Skyward parent email, and Robocalls/emails to communicate information to families.</p>	<p>All Staff</p>	<p>August and Mid-Year follow up</p>	<p>Staff Meeting Schedule</p>	

