



SHORELINE SCHOOL DISTRICT

**2015-2016 School Improvement Plan:
LITERACY**

School: Einstein Middle School

Date: October, 2015

Principal: Nyla Fritz

- 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 for English Language Arts 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 Data for SIP: Einstein | | |
|---------------------------------|--------------|--------------|
| Percent of Students at Standard | | |
| Grade | ELA | Math |
| 7th | 77.6% | 66.3% |
| 8th | 66.5% | 51.3% |
| School Average | 72.1% | 58.8% |
| State Average | 56.8% | 47.1% |
| 2014-2015 Difference | 15.3% | 11.8% |
| 2013-2014 Difference | 15.5% | 15.7% |
| Change in Difference | -0.2% | -3.9% |

ELA Score Breakdown by Ethnicity

| ELA | 7th | | | 8th | | |
|-------------------|----------|----------|-------|----------|----------|-------|
| | Einstein | District | State | Einstein | District | State |
| ALL | 78 | 76 | 58 | 74 | 71 | 58 |
| Asian | 89 | 78 | 76 | 89 | 84 | 76 |
| Black/African Am. | 69 | 57 | 38 | 58 | 49 | 37 |
| Two or more races | 82 | 75 | 60 | 73 | 77 | 62 |
| Hispanic/Latino | 67 | 70 | 38 | 57 | 53 | 40 |
| White | 82 | 81 | 65 | 75 | 72 | 65 |

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 Target for Smarter Balanced Assessment:** Einstein will increase the overall achievement in literacy from 72.1% students meeting or exceeding state standards to 77.1% meeting or exceeding standard. For subgroups of students performing lower than the district average, Einstein will close the gap by at least 5 percent.

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

Einstein Middle School will demonstrate student growth in Common Core standards in literacy and other important grade level standards (as measured by classroom common assessments) by:

- Utilizing PLC structures to engage in analysis, reflection and discussion to inform instruction and improve student learning;*
- Continuing a school wide focus on Common Core Literacy Standards across all subject areas;*
- Intentional use of school-wide instructional strategies (WICOR) and common academic language;*
- Building on a culture of high expectations for all students;*

| Action Plan for All Students (including professional development,) | Responsibility | Timeline | Evidence of Effectiveness/Student Growth Measures (assessment decisions) | Resources Required |
|--|---|-----------------|--|--|
| <p>English, Science, Social Studies, Art, Directed Studies, Music, and PE/Health teachers will work with their PLC teams to form common assessments linked to specific student growth goals, Common Core standards, and our SIP goals. Einstein PLCs commit to a minimum of three cycles of inquiry based on four critical questions of PLCs:</p> <ul style="list-style-type: none"> What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? | <p>All teachers; administrative support</p> | <p>Yearlong</p> | <p>Classroom based formative and summative assessments; PLC Meeting Calendar and participation by all members; Creation and critique of Student Growth Goals (individually and as a PLC); Student Growth Conferences; Classroom based assessment data; school-wide data.</p> | <p>Baseline data; Time to meet; Common Assessments and Rubrics; Data review protocols; Agreed upon norms; Assessment timelines</p> |

| | | | | |
|---|---|--|---|--|
| <p>assessed four times/year to monitor growth and determine if they have met standard and can exit intervention class.</p> <p>Support for students not at standard: Four Sections of Reading Techniques Class (for students one to four grade levels behind their peers)</p> <ul style="list-style-type: none"> • Read 180 Curriculum • Fluency Decoding Progress Monitoring • Common Core Reading Assessments • Support students in reading materials across the curriculum <p>Literacy PRIDE (strategic support)</p> <ul style="list-style-type: none"> • Reading instruction based on student need delivered during PRIDE • Support students in reading across disciplines <p>Writing PRIDE (strategic support for students not at standard)</p> <ul style="list-style-type: none"> • 7th and 8th grade students receive additional 30-40 minutes per day of targeted writing instruction and support for writing across disciplines <p>Academic PRIDE:</p> <ul style="list-style-type: none"> • Proactively assigning students to a smaller PRIDE class (one 7th and one 8th) focused on building academic habits. • Teachers provide instruction, feedback and support in organization, test-taking strategies, developing a growth mindset, time management, and skills on how to be a successful middle school student. | <p>DiVirgilio, Nelson, Monpas-Huber, Dame, Baldi, Zwack, admin/counselors</p> <p>Baldi, Monpas-Huber</p> <p>C. Nelson</p> <p>Mary Thurber Cristi Camp</p> | | <p>the year.</p> <p>Same as above</p> <p>Same as above</p> <p>Formative assessments; progress in content classes</p> <p>Grade checks; reduction of missing assignments; student perceptual data (surveys)</p> | <p>intervention specialist support; Leveled texts</p> <p>High Impact/ Inclusion funds</p> <p>Staffed by SPED funds</p> <p>High Impact/ Inclusion funds</p> |
|---|---|--|---|--|

| | | | | |
|---|---|-----------------|---|--|
| <p>Team Taught English Class for 7th grade ELL:</p> <ul style="list-style-type: none"> • One section of 7th grade English will be team taught by ELL teacher and English teacher; 3:1 ratio of ELL to standard students • Regular combining of Level 1 & 2 ELL class and 7th grade English class • Daily language goals for each of these classes <p>Tiger Tutoring</p> <ul style="list-style-type: none"> • Tuesdays and Thursdays from 3:00-4:30 students receive tutoring and homework help in the library • Each session is staffed by numerous high school volunteers as well as 2 Einstein teachers and one paraeducator • All students are welcome to attend; teachers able to assign assistance for struggling students <p>Working Lunch</p> <ul style="list-style-type: none"> • Quiet working space for students to complete homework or missing work each day during the lunch period. • Students are assigned by teachers on a weekly or daily basis; tracked and coordinated by a para | <p>DiVirgilio, Maschman</p> <p>Teeters, various staff, admin</p> <p>All teachers; para coordinate</p> | | <p>Common formative assessments; quarterly progress monitoring with counselors/admin team</p> <p>Attendance/missing homework completion tracked by staff</p> <p>Attendance and usage (# of students, # of teachers, # of visits) tracked on spreadsheet by coordinator; data shared with staff periodically</p> | <p>ELL Staffing; Master schedule</p> <p>Para support, High Impact/ Inclusion funds</p> <p>High Impact/ Inclusion funds</p> |
| <p>Action Plan to Increase Parent Involvement (Required of Title I Schools)</p> | <p>Responsibility</p> | <p>Timeline</p> | <p>Evidence of Effectiveness</p> | <p>Resources Required</p> |
| <p>Outreach to all families, with specific focus on families of color and families who speak a language other than English at home by:</p> | <p>All staff, Site Council; family advocate</p> | <p>All year</p> | <p>Attendance at parent evenings; increase in use of language line by 25%;</p> | <p>Site Council funds</p> |

| | | | | |
|--|---|-----------------|--|--|
| <ul style="list-style-type: none"> • Site Council: Continued focus on outreach to families and hosting of two International Family Nights • Language Line: All staff training on use of language line; school-wide goal to utilize language line to engage families; information in newsletter on use of language line; increased use of TransAct to share documents in family home languages <p>Hire a Family Advocate to do intentional outreach to specific groups of students/families based on need. Explore creation of Natural Leaders at Einstein.</p> <p>Continued education for all staff on equity issues: recognizing and interrupting implicit bias, creating equitable systems as a school and within classrooms, etc.</p> | <p>Admin, Family Advocate</p> <p>Admin, consult with Dr. Brandon-Felder, Family Advocate</p> | <p>All year</p> | | <p>Connections to community partners and feeder elementary schools</p> |
|--|---|-----------------|--|--|

Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.



SHORELINE SCHOOL DISTRICT

**2015-2016 School Improvement Plan:
MATH**

School: Einstein Middle School

Date: October, 2015

Principal: Nyla Fritz

- 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 in Math 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 Data for SIP: Einstein | | |
|---------------------------------|--------------|--------------|
| Percent of Students at Standard | | |
| Grade | ELA | Math |
| 7th | 77.6% | 66.3% |
| 8th | 66.5% | 51.3% |
| School Average | 72.1% | 58.8% |
| State Average | 56.8% | 47.1% |
| 2014-2015 Difference | 15.3% | 11.8% |
| 2013-2014 Difference | 15.5% | 15.7% |
| Change in Difference | -0.2% | -3.9% |

SBAC Data: Einstein Comparison to State and District

| MATH | 7th | | | 8th | | |
|-------------------|----------|----------|-------|----------|----------|-------|
| | Einstein | District | State | Einstein | District | State |
| ALL | 67 | 67 | 49 | 57 | 61 | 47 |
| Asian | 76 | 76 | 74 | 72 | 73 | 72 |
| Black/African Am. | 42 | 43 | 29 | 36 | 38 | 26 |
| Two or more races | 56 | 57 | 50 | 58 | 70 | 50 |
| Hispanic/Latino | 43 | 48 | 29 | 35 | 39 | 29 |
| White | 76 | 76 | 55 | 60 | 63 | 54 |

goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School Target for Smarter Balanced Assessment: Einstein will increase the overall achievement in math from 58.8% students meeting or exceeding state standards to 63.8% meeting or exceeding standard. For subgroups of students performing lower than the district average, Einstein will close the gap by at least 5 percent.

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

Einstein Middle School will demonstrate student growth in Common Core standards in math and other important grade level standards (as measured by classroom common assessments) by:

- Utilizing PLC structures to engage in analysis, reflection and discussion to inform instruction and improve student learning;
- Creating equitable learning environments in mathematics classrooms;
- Continuing a school wide focus on Common Core Literacy Standards across all subject areas, including math classes;
- Intentional use of school-wide instructional strategies (WICOR) and common academic language;
- Building on a culture of high expectations for all students;

| Action Plan for All Students (including professional development) | Responsibility | Timeline | Evidence of Effectiveness/Student Growth Measures (assessment decisions) | Resources Required |
|--|---|-----------------|--|--|
| <p>Math and directed studies teachers will work with their PLC teams to form common assessments linked to specific student growth goals, Common Core standards, and our SIP goals. Einstein PLCs commit to a minimum of three cycles of inquiry based on four critical questions of PLCs:</p> <ul style="list-style-type: none"> • What is it we expect our students to learn? • How will we know when they have learned it? • How will we respond when some students do not learn? | <p>All teachers; administrative support</p> | <p>Yearlong</p> | <p>Classroom based formative and summative assessments; PLC Meeting Calendar and participation by all members; Creation and critique of Student Growth Goals (individually and as a PLC); Student Growth Conferences; Classroom based assessment data; school-wide data.</p> | <p>Baseline data; Time to meet; Common Assessments and Rubrics; Data review protocols; Agreed upon norms; Assessment timelines</p> |

| Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL) | Responsibility | Timeline | Evidence of Effectiveness/Student Growth Measures (assessment decisions) | Resources Required |
|---|---|---|--|---|
| <p>7th Grade and 8th Grade LAP Math Classes:</p> <ul style="list-style-type: none"> Approximately 15 students who scored a level 1 on state assessments and classroom assessments This class is in addition to standard 7th /8th grade math classes <p>7th Grade and 8th Grade Math PRIDE:</p> <ul style="list-style-type: none"> Fifteen students at each grade level who scored a level 2 receive additional instruction and practice in a smaller PRIDE class 30-40 minutes/day <p>Team Taught Math Classes – 7th and 8th grade:</p> <ul style="list-style-type: none"> Blended classroom of students with math goals on their IEPs and students with no math goals Two teachers teach grade level standards to all students <p>Academic PRIDE:</p> <ul style="list-style-type: none"> Proactively assigning students to a smaller PRIDE class (one 7th and one 8th) focused on building academic habits. Teachers provide instruction, feedback and support in organization, test-taking <p>Tiger Tutoring</p> <ul style="list-style-type: none"> Tuesdays and Thursdays from 3:00-4:30 students receive tutoring and homework help in the library Each session is staffed by numerous high school volunteers as well as 2 Einstein teachers and one paraeducator All students are welcome to attend; teachers able to assign assistance for struggling students <p>Working Lunch</p> <ul style="list-style-type: none"> Quiet working space for students to complete homework or missing work each day during the lunch period. | <p>Maschman, Haskins, admin, counseling team</p> <p>Higgins, Riley, admin, counseling team</p> <p>Higgins/Moreno, Maschman/Riley</p> <p>Camp, Thurber, counselors, admin</p> <p>Teeters, various staff, admin</p> | <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> | <p>Progress on common formative and summative assessments in math classes and on STAR test</p> <p>Progress on common formative and summative assessments in math classes and on STAR test</p> <p>Progress on common formative and summative assessments in math classes and on STAR test</p> <p>Grade checks; reduction of missing assignments; student perceptual data (surveys)</p> <p>Attendance/missing homework completion tracked by staff</p> | <p>Intervention funds</p> <p>LAP funds</p> <p>High Impact/Inclusion funds</p> <p>IXL</p> <p>High Impact/Inclusion funds</p> <p>High Impact/Inclusion funds</p> <p>Para support, High Impact/Inclusion funds</p> |

| | | | | |
|---|---|-----------------|---|---|
| <ul style="list-style-type: none"> Students are assigned by teachers on a weekly or daily basis; tracked and coordinated by a para | All teachers; para coordinate | | Attendance and usage (# of students, # of teachers, # of visits) tracked on spreadsheet by coordinator; data shared with staff periodically | High Impact/ Inclusion funds |
| Action Plan to Increase Parent Involvement (Required of Title I Schools) | Responsibility | Timeline | Evidence of Effectiveness | Resources Required |
| <p>Outreach to all families, with specific focus on families of color and families who speak a language other than English at home by:</p> <ul style="list-style-type: none"> Site Council: Continued focus on outreach to families and hosting of two International Family Nights Language Line: All staff training on use of language line; school-wide goal to utilize language line to engage families; information in newsletter on use of language line; increased use of TransAct to share documents in family home languages | All staff, Site Council; family advocate | All year | Attendance at parent evenings; increase in use of language line by 25% | Site Council funds |
| Hire a Family Advocate to do intentional outreach to specific groups of students/families based on need. Explore creation of Natural Leaders at Einstein. | Admin, Family Advocate | All year | | Connections to community partners and feeder elementary schools |
| Continued education for all staff on equity issues: recognizing and interrupting implicit bias, creating equitable systems as a school and within classrooms, etc. | Admin, consult with Dr. Brandon-Felder, Family Advocate | | | |

Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.