

School Improvement Plan  
Narrative Overview

**Meeker Middle School**

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS  
2010-2011**

Our students' progress in the area of reading, as measured by the Measurement of Student Progress (MSP), has been on the decline over the last six years (four years, WASL; two years, MSP). This is a trend that can be seen at all three grade levels. MMS has moved from a high of 78.7% in 2006 to a low of 69.4% in 2010 for the 8<sup>th</sup> grade. The 7<sup>th</sup> grade trend is similar with a high of 77.8% in 2006 to a low of 62.7% in 2011. The 6<sup>th</sup> grade had a high of 85.7% in 2009 and a low of 63.9% in 2006. We are very pleased with our participation rate. Our reading participation rate in the spring of 2011 was 99.6%. We are not satisfied with our current indicators of growth on the MSP Reading exam and are, therefore, intentionally focusing our efforts to significantly improve our students' achievement in this area. We hope to achieve a minimum goal of 81% passing rate as measured by the 2012 reading exam.

In the area of mathematics, we saw improvement but know a significant area of improvement is still needed. Our student's performance as measured by the 2011 MSP did not meet our established targets. We are very pleased with our participation rate, which was 99%. Our 2011 MSP scores showed growth in both 7<sup>th</sup> (+9.2%) and 6<sup>th</sup> grade (+8.4%) from the previous year. 2011 was the first year the End of Course (EoC) Algebra test was given to our 8<sup>th</sup> graders. 57.8% of our 8<sup>th</sup> graders passed the EoC which led the whole district. A significant emphasis on mathematics, along with many layers of support across our school district and within our school in order to effectively address the concerns in this area are needed if we are to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the MSP and End of Course exams in May of 2012.

In writing, we have seen growth over the last five years. From 2007 through 2011, MMS has moved from a 77% passing rate in writing to 85%. Last year the Inquiry by Design (IBD) curriculum was used and teachers worked with students to focus our students on the writing process. We believe this targeted focus helped us break into the 85% passing rate.

**OVERVIEW OF SCHOOL IMPROVEMENT  
2011-2012**

**Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within our school for the 2011-2012 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams, departments and as a part of whole-staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement.

One change that we implemented this year is a Math Intervention class option for level 2 MSP math students. Each grade level has an intervention class within their daily schedule specifically designed for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who were identified as Level 2 on the 2011 MSP for math. Students were identified through data analysis from their previous years MSP math performance and teacher recommendations. Typical class sizes are in the 20 range and students receive more personal assistance through the use of varied instructional strategies and pre-teaching concepts. We have also implemented student math portfolios so teachers can use data to discuss discourse and re-teaching of concepts using differentiated instructional strategies.

Another change for this year is creating a more intentional school wide focus on Reading Comprehension within our English and Social Studies classes. We are utilizing OSPI MSP Reading preparation programs that help our teachers understand instructional techniques for teaching reading strategies to our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. We will use the year long curriculum for all of our students. We have also added a reading intervention class at the 6<sup>th</sup> grade level during the school day to support students who were identified as level 2's on the MSP in 5<sup>th</sup> grade.

We will focus our teaching and learning on the 5 Dimensions (5D) of teaching and learning from CEL specifically purpose, student engagement, and assessment. All Waiver Day and Professional Development opportunities will focus on this work throughout the year. We will continue to build the leadership capacity of our staff through the 5D Framework.

We will continue our work with the Teacher Development Group. All math teachers will participate in staff development opportunities. The major focus areas of this training are: student discourse, student engagement, varied instructional strategies, teacher questioning strategies, and ultimately offering mathematical lessons and tasks that maximize learning.

**Review of Data to Establish Improvement**

**Achievement**

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 6</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>'10 to '11</b>
<b>Reading</b>	75.8	75.1	85.7	68.5	74.8	Increased 6.3%
<b>Mathematics</b>	54.4	55.6	55.3	53.2	61.6	Increased 8.4%

<b>Grade 7</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>'10 to '11</b>
<b>Reading</b>	77.1	71.2	66.0	63.6	62.8	Decrease .8%
<b>Mathematics</b>	62.7	57.6	54.4	45.3	54.5	Increased 9.2%
<b>Writing</b>	77.8	77.5	77.6	78.5	85.0	Increased 6.5%

<b>Grade 8</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>'10 to '11</b>
<b>Reading</b>	74.8	77.0	76.6	69.4	74.4	Increased 5%
<b>Mathematics</b>	52.9	60.2	53.5	56.0	51.3	Decreased 4.7%
<b>Science</b>	47.5	51.6	57.8	54.2	70.7	Increased 16.5%
<b>EoC</b>					57.8*	

\*Students passing Algebra 1 Requirement for high school.

The school-wide data from the 2011 MSP indicates excellent growth in Writing and Science, consistent scoring in math, and very little change in Reading since 2007. Our SIP plan focuses on school-wide MSP reading preparation and numerous staff development expectations for our entire math department. We hope this school-wide focus will help us meet our goals of an 81% or higher passing rate in Reading and 67% or higher passing rate in Math. We will continue to stay the course with IBD writing strategies which include daily journal writings, teaching students how writers write, and teaching students how to write interpretively. The Science Department will continue to utilize strategies such as developing assessments similar to the MSP and focusing on teaching the scientific method that were used in 2011 that resulted in a 16.5% increase in the MSP Science passing rate.

### **Attendance**

(Average daily attendance)

<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-2011</b>
96.9%	94.7%	95.1%	96%

Student attendance has remained in the high 90's due to a collaborative effort of monitoring, tracking and follow-up on daily attendance. Students who miss a school day are contacted not only by an automated phone call but by staff, counselors and administrators. To obtain our goal of 97% or better Meeker will establish clear parameters on student absence and process for making up school work and information. Grade level award assemblies will recognize students with 100% attendance and also emphasize the correlation of academic achievement with attendance.

### **Planning for Transitions** (between grade levels and grades)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one learning level to the next. The transition phase from 5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> are critical to the success of the student in the new educational environment. The administration will continue to have regional walk through between schools at both the High School and Elementary level. Counselor visits between schools and the Meeker LRC staff meeting one on one with Elementary staff about new 5<sup>th</sup> grade students has eased the transition of our students. Early second semester we are planning a parent meeting to help our 8<sup>th</sup> and 5<sup>th</sup> grade parents with the transitions from middle school to high school and elementary to middle. In the late spring, a 5<sup>th</sup> Grade Open House will give our incoming students a firsthand experience of life as a middle school student. Summer LAP school helps our student's not meeting standards in reading and math to get a head start in their new environment both at the middle school and high school. The administration will speak at the various PTA meetings to answer questions about the transition and to recruit parents to be involved in their perspective school. Achievement data, teacher recommendation and student selection sheets will be used to make sure all students are placed in the appropriate class for their 6<sup>th</sup> grade year.

### **Characteristics of High Performing Schools**

The data we received from our 2010-2011 climate survey from parents, staff, and students drives how we assess our school as a High Performing school. Meeker Middle school will continue to build on its strengths in the areas of **Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, and Supportive Learning Environment**. Areas which are emerging as strengths, but where continued work needs to be done are **Effective School Leadership, Frequent Monitoring of Teaching and Learning, and Curriculum, Assessments, and Instruction Aligned with State Standards**. Growth is needed in **High Levels of Family and Community Involvement, and High Levels of Collaboration and Communication**.

### **Professional Development Opportunities**

Our four major Academic Excellence strategies are:

- 1) Provide and encourage professional development opportunities for individual instructors and for department groups to implement 5 Dimensions of Teaching and Learning.
- 2) Use district testing to track student's progress and use the data to drive instruction.
- 3) Continue to offer TDG for all of our math teachers.
- 4) Provide additional support for math, language arts, and science students not meeting standard through Extended Learning Opportunities and intervention classes.
- 5) Our administration and team leaders will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of the 5D framework.

### **Recognition of Non-Academic Learning**

At Meeker Middle School, we believe in educating the whole student. This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We believe that a strong elective program can not only motivate students but also support the four core academic classes. All 6<sup>th</sup> grade students are exposed to performing arts in band, orchestra or choir. Our shop class has integrated Auto Cad and our computer class makes students highly proficient in the technology skills of the future. Both classes offer high school credit upon satisfactory completion. We also offer advanced fitness, Spanish and Art. Zero hour Jazz and Honors Choir are enrichment clubs for many students. Art club, SPARX, Math club and intramural sports also add value to the educational experience for our students. Through our student leadership and staff we have developed a theme of "You Matter" which acknowledges to our students that they will make a difference in the world and they matter. Overall, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture. For the last 21 years our school has had a school exchange with James Hargest College in Invercargill, New Zealand. In the fall we host a group of students, staff and parent chaperones in the sharing of our culture. We reciprocate by sending our group in the spring. This experience has developed a global awareness for our students, school and community of Meeker.

### **Safe and Supportive Learning Environment**

The Meeker Middle School staff is purposeful and intentional in its work to create a safe and supportive environment. Our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. We utilize the Honor Level Management system across all classrooms and grades to promote appropriate behavior and an environment that is conducive to learning. All Meeker students are expected to treat every staff member with the utmost respect, and all Meeker staff members take responsibility for all of our students. Our counselors are skilled in writing behavior plans, performing peer mediations, and helping to maintain a climate free of harassment, intimidation, and bullying. Our assistant principal works closely with Tacoma Police Department in issues that are related to the community. Meeker also provides an In-School Suspension option as an alternative to suspending students from school.

Our 2010-2011 Climate Survey showed that 86% of our staff, 83% of our parents, and 61% of our students agree or strongly agree that they feel safe at Meeker. Along with that 81% of our staff, 84% of our parents, and 71% of our students agree or strongly agree that student learning is valued at Meeker. Working together, we will continue actively and explicitly promote a safe and supportive learning environment for all students.

### **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap will drive our school's efforts this year. Our performance data trends as seen on the Washington State Accountability Index show that we fall into the fair tier (2.75 in 2010) in our efforts to decrease the achievement gap. The achievement gap indicators are for our Black, Pacific Islander, American Indian/Alaskan Native, and Hispanic students. The data for the Accountability Index is based on the MSP scores for Reading and Math. Our professional development in math will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students will be built into the day and be provided after school as well. We will try to eliminate the predictability of our underperforming groups and develop learning habits of all students. Our staff have also completed a cultural competency survey to gather data to identify what professional development we need. We have also implement Raising Student Voice and Participation (RSVP) to bring students voice about their quality of education and participation in our school.

### **Technology**

Meeker Middle School continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to document cameras, three computer carts and wireless access to the Internet throughout the school. Staff continues to require projects using multi-media and PowerPoint. Our students are offered a computer course that allows students to be highly proficient in the Microsoft Suite program. Our shop class develops pre-engineering skills in the use of an industry standard computer aided design program (CAD) for design and constructing projects in class. Our staff will continue to use grades online and their teacher website to communicate to families. We will continue to refine our skills in technology to meet the growing demand of the informational age.

### **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to develop a strong parent involvement component into our school program. We are fortunate to have a strong PTA as they funnel their energies and resources directly back to students and learning. Parent volunteers work tirelessly to serve food at our school BBQ, honor roll ceremony, 8th grade recognition event, and many more events. We have also partnered with New Day Church and Life Center in supporting Meeker families during the holidays. We also offer the following communication tools throughout the year for our Meeker community: 24 hour response time by all staff to all parent communication options (e-mail, phone messages, written concerns) , interactive teacher swift pages, school website, weekly phone messages and emails to all families regarding upcoming events and important information, reader board reminders, and more.

### **Coordination of Fiscal Services**

Nearly all of what we are able to do to support student learning comes from our basic education resources. LAP funding allows us to have 4 intervention classes as well as fund our Extended Learning Opportunities after school for identified struggling students.