

School Improvement Plan
Narrative Overview

Jason Lee Middle School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2015-2016

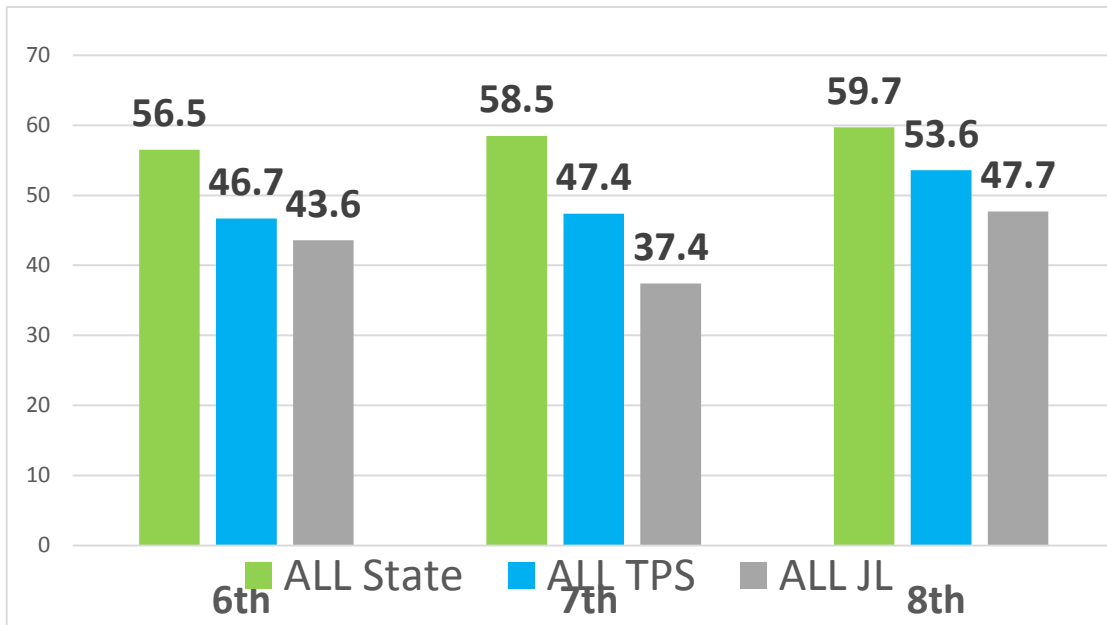
Our greatest accomplishments related to our School Improvement Plan include:

- Remaining off the Washington State Priority Identified Schools list
- Winning the 2016 Vision in Action: The ASCD Whole Child Award
- Being named an AVID National Demonstration School

In March of 2015, Jason Lee Middle School was removed from the Washington State Priority Identified Schools list. Schools on this list are in the bottom 5% of students meeting standards on the state mandated assessments. We have sustained this success and remain off of the Priority list. These results demonstrate why Jason Lee won the Vision in Action Award for focusing on “learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling.” In the spring of 2016, Jason Lee was also named an AVID National Demonstration School for the school-wide approach to preparing every student for college and beyond.

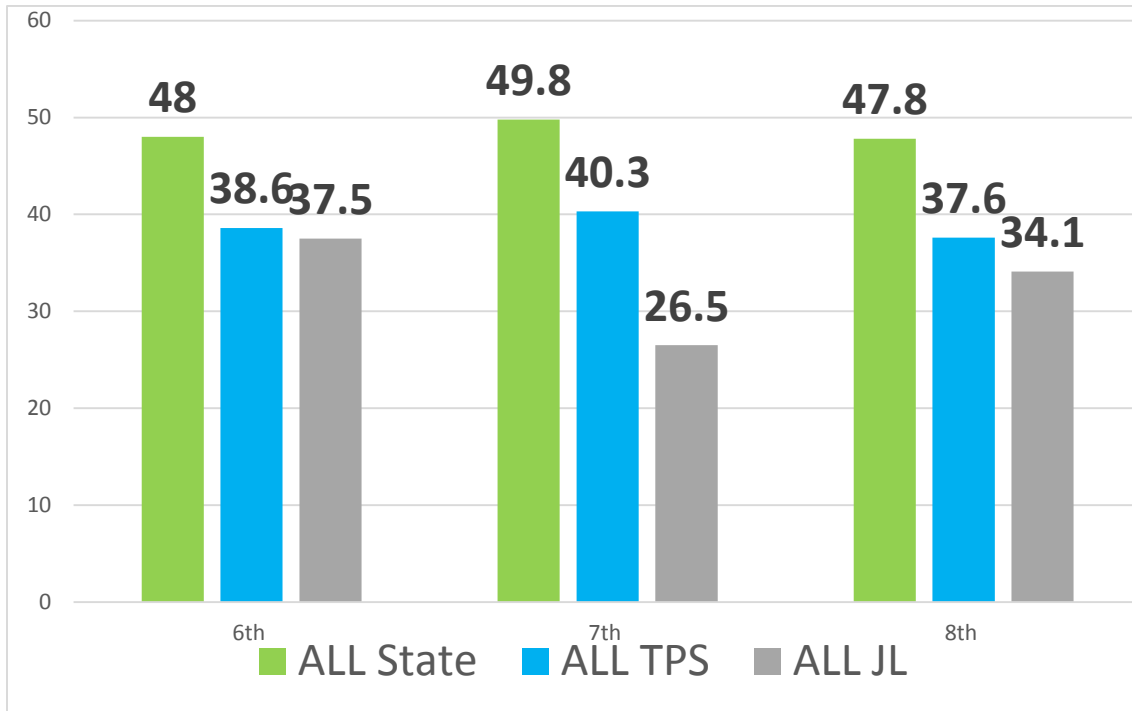
Last spring the 2016 Smarter Balanced Assessment (SBA) was given for English Language Arts (ELA) and Math. Our Goal was students will be at or less than 10% below the state average on the SBA for English Language Arts and Math. The 2015 scores are the baseline data we will be using to track our growth and implementation of our school improvement plan.

2016 ELA SBA



In the area of ELA, we see a significant area of improvement still needed. Our student’s performance as measured by the 2016 SBA did not meet our goal. In order to increase the level of student performance in ELA, as measured throughout the school year with formative assessments and in a summative manner on the 2017 SBA, there needs to be a significant emphasis on reading and writing claims with evidence. There will be many layers of support across our school district and within multi-disciplinary classrooms throughout our school.

2016 Math SBA



In the area of Mathematics, we see a significant area of improvement still needed. Our student's performance as measured by the 2016 SBA did not meet our Indistar goal. In order to increase the level of student performance in Mathematics, as measured throughout the school year with formative assessments and in a summative manner on the 2017 SBA, there needs to be a significant emphasis on concepts and procedure claims. There will be many layers of support across our school district and throughout our school.

OVERVIEW OF SCHOOL IMPROVEMENT 2016-2017

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2016-2017 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade-level and department teams. The specifics of our 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. We will continue school-wide implementation of math advisory classes, the AVID critical reading strategies, and extra support to struggling students through extended learning opportunities. We will add a focus on grade-level vocabulary and on-line resources that students can access outside of school. We believe these support systems will have a positive impact on our students reaching standard in all subjects. The establishment of goal and focus areas for our school's work is also established in partnership with our SCDM, which includes parent representation. Our PTA's focus on supporting learning at the classroom level, specifically through the infusion of support in core content classrooms, and the opportunities afforded through Title I funds to work with various families, allows us the opportunity to both share and seek input from our stakeholders in the development of school areas of focus. This ongoing process influences our work and the establishment of our goals.

Review of Data to Establish Improvement

Achievement

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

Grade 6	2011MSP	2012MSP	2013MSP	2014MSP	2015SBA	2016SBA
Reading/ELA	40.4	63.3	57.7	57.5	40.4	43.6
Mathematics	24.4	61.4	44.7	53.3	29.9	37.5

Grade 7	2011MSP	2012MSP	2013MSP	2014MSP	2015SBA	2016SBA
Reading/ELA	35.7	51.9	53.2	52.8	37.3	37.4
Mathematics	43.0	36.3	54.9	43.7	34.4	26.5
Writing	54.4	61	41.2	50.5	N/A	N/A

Grade 8	2011MSP	2012MSP	2013MSP	2014MSP	2015SBA	2016SBA
Reading/ELA	49.0	50.6	47.4	67.3	30.8	47.7
Mathematics	37.7	35.2	27.3	51.8	22.2	34.1
Science MSP	48.3	38.8	59.7	59	42.7	68.8

This data matches the progress as measured in our primary classrooms using I-Ready data and ELA final semester grades. Our work in this area continues to be the implementation of critical reading process, additional vocabulary strategies, as well as utilizing the SpringBoard curriculum. Teachers align grading practices through review of student work and reviewing on-going formative assessments to make instructional decisions that support student learning in the classrooms. Interventions provided at Jason Lee will include extended learning opportunities, tutoring through the Bobcat Learning Center in partnership with Peace Community Center and Trinity Presbyterian Church, and IXL partnered with other technology-based intervention supports.

Math teachers agreed to identify students who need additional math support and put them into math advisory classes. These classes will utilize pre-teaching, review and specific interventions, identified through I-Ready data, to support these identified struggling students. This advisory list will be addressed quarterly and adjustment of classes will be made. Interventions that are provided at Jason Lee will include extended learning opportunities, tutoring through the Bobcat Learning Center in partnership with Peace Community Center and Trinity Presbyterian Church, and IXL partnered with other technology-based intervention supports.

Attendance

(Average daily attendance)

2012-2013	2013-2014	2014-2015	2015-2016
81%	86%	87%	86%

Planning for Transitions

Transition activities currently in practice include a five week summer school and a week-long 6th grade orientation. Jason Lee will continue to use data to support transitions by enrolling student who are behind in standard into an extended five week summer school. During summer school, teachers implement targeted interventions to help students meet standards and they utilize standard-aligned formative and summative assessments to measure growth. We will continue implementing our “Prime Time” mentoring program to assist in transition for incoming 6th grade students. Through Title I support, we are able to offer a week-long transition camp for incoming Jason Lee students. This program allows them to meet their “Prime Time” student mentor and give them exposure to all of the things that are new to them as they transition into middle school. We will also continue to work with and promote the different efforts of Tacoma high schools to help our students successfully transition from 8th grade to high school.

9 Characteristics of High Performing Schools

At Jason Lee we strive for a school-wide ethic of high expectations for faculty, staff, and students. The “9 Characteristics of High Performing Schools” drives our plan. Below is how we are addressing these characteristics:

1. Collaboration and Communication:

- a. Through our School Centered Decision Making (SCDM) team, staff members use data to drive and make decisions, which is then communicated to staff, parents and the community.

2. Clear and Shared Focus:

- a. SCDM is used as the decision-making process for our school.
- b. Data is used to make all decisions.
- c. Common agreements and initiatives are built school wide to support clear and share focuses of school which include:
 - i. AVID Implementation
 - ii. Standards-Based Grading Practices
 - iii. Implementation/Training of District Curriculum
 - iv. PLC Department Meetings
 - v. PLC Grade-Level Meetings
 - vi. Staff Learning Walks

3. High Standards and Expectations

- a. Common Core State Standards (CCSS) drive all instruction.
- b. Department teams work to develop lessons and assessments that align to CCSS.
- c. Data is shared in departments regarding how students are progressing.
- d. Common assessments and grading are used in core content classes.

4. Effective Leadership:

- a. Teachers hold leadership roles to:
 - i. Provide Professional Development
 - ii. Address and Present Issues Through SCDM for Staff Decision-Making
 - iii. Participate In Interviewing and Hiring Staff

5. Supportive Learning Environment:

- a. The implementation of The Whole Child Initiative will support social emotional support of all students.
- b. Teachers will use culturally relevant teaching practices to support all students.

6. Parent and Community Involvement:

- a. Our active PTA meets monthly.
- b. Community partnerships with:
 - i. Peace Community Center
 - ii. Trinity Presbyterian Church
 - iii. University of Washington Tacoma – Center for Strong Schools
 - iv. YMCA
 - v. Pacific Lutheran University
 - vi. Edge Foundation
 - vii. Comprehensive Life Resources
 - viii. 4-H Tech Wizards
 - ix. Million Father March
 - x. Mt. Rainier Institute

7. Curriculum, Instruction and Assessment:

- a. CCSS are the focus of all teaching and learning.
- b. School-wide AVID instructional strategies aligned to “WICOR,” vocabulary strategies and the critical reading process.
- c. Aligned curriculum, instruction and assessment in all core content areas.
- d. Regularly monitored and analyzed student achievement data through I-Ready, IXL, and SBA results.

8. Monitoring of Teaching and Learning:

- a. Monthly classroom walk-throughs to analyze AVID strategies and culturally relevant practices by all staff members.
- b. Consistent feedback using the 5-Dimensions of Teaching and Learning evaluations.

9. Focused Professional Development:

- a. Monthly professional development offerings in:
 - i. SBA Claims and CCSS Alignment
 - ii. The Whole Child Initiative
 - iii. 5-Dimensions of Teaching and Learning and Student Growth Goals
 - iv. AVID School-Wide Strategies
 - v. Technology for Performance Plus, Microsoft etc.
 - vi. I-Ready Implementation and Data Analysis

Professional Development Opportunities

Professional development is aligned to the common initiatives and agreements that Jason Lee has identified. Each month professional development is available at the building or through the district. The professional development is focused on:

- i. SBA Claims and CCSS Alignment
- ii. The Whole Child Initiative
- iii. 5-Dimensions of Teaching and Learning and Student Growth Goals
- iv. AVID School-Wide Strategies
- v. Technology for Performance Plus, Microsoft etc.
- vi. I-Ready Implementation and Data Analysis

Additional professional development can be received through the district PD calendar.

Highly Qualified Teachers

Leave Blank for CAB Title I staff to complete.

Recognition of Non-Academic Learning

Jason Lee's efforts to develop students beyond academia has resulted in the 2016 Vision in Action: The ASCD Whole Child Award. All staff members focus on the emotional and physical development of all our students to prepare them for the world beyond high school.

Through the Tacoma Whole Child Initiative, Jason Lee has developed four pillars focused on being respectful, responsible, compassionate and safe. These pillars allow for an environment that is physically, emotionally, academically, and socially safe and student-centered. These pillars also extend to the classroom so students feel valued, respected and cared for so they are motivated and ready to learn. The school has developed and maintained school-wide matrices focused on the four pillars. These expectations and routines are taught, and re-taught when appropriate to teach students how to manage their behavior and help student improve problem behaviors. Jason Lee continue to build behavioral interventions such as stop and think, make it right plans, and the development and implementation of tiered supports such as check in/check out, check and connect mentoring programming in conjunction with Peace Community Center, and SS Grin a mental health intervention lead by Comprehensive Life Resources. These approaches continue to support and allow the school to understand each child and their adolescent development for learning and growth to occur.

Jason Lee has a very diverse community. Through professional development, teacher leadership has developed a culturally relevant teaching committee. This committee meets monthly and sends a monthly newsletters to all staff to support their learning and growth in being culturally responsive to all students. These newsletters include scholarly readings and evidence-based practices and strategies to support Jason Lee's diverse student population, making the environment safe to take risks, learn and grow for both students and teachers alike. The committee is also conducting semester-long book studies that focus on equity in the classroom.

Safe and Supportive Learning Environment

Through the Tacoma Whole Child Initiative, Jason Lee has developed four pillars focused on being respectful, responsible, compassionate and safe. These pillars allow for an environment that is physically, emotionally, academically, and socially safe and student-centered. These pillars also extend to the classroom so students feel valued, respected and cared for so they are motivated and ready to learn. The school has developed and maintained school-wide matrices focused on the four pillars. These expectations and routines are taught, and re-taught when appropriate to teach students how to manage their behavior and help student improve problem behaviors. Jason Lee continue to build behavioral interventions such as stop and think, make it right plans, and the development and implementation of tiered supports such as check in/check out, check and connect mentoring programming in conjunction with Peace Community Center, and SS Grin a mental health intervention lead by Comprehensive Life Resources. These approaches continue to support and allow the school to understand each child and their adolescent development for learning and growth to occur.

Equity Issues

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Technology

Jason Lee 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 SMART boards and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, and internet research for project-based learning. We have two classroom computer labs as well as five computers on wheels that have laptops that can be used in classrooms. We also offer Do IT for all 8th graders which is a Career and Technical Education (CTE) high school credit bearing (.5 credit) class. Students are given access to IXL and other online learning resources that they can utilize outside of the classroom.

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 have developed a strong parent involvement component into our school program. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. Additionally, we have used our Title I money to provide for family showcase nights where we teach parents strategies that they can use with their students for homework that are related to AVID. We also have started a Parent Connection group which is actively recruiting parents to volunteer their time in our school. This year we have had parents volunteering and supporting the school during conference and the regular school day. Jason Lee has worked to develop many partnerships with our community which include: Peace Community Center and Trinity Presbyterian Church (local youth non-profits) to offer extended opportunities through the Bobcat Learning Center, Monday through Thursday for two hours after school. The Learning Center offers enrichment activities including, but not limited to: Robotics, Arts, Gardening, Drumline, Drama, Health and Nutrition classes as well as tutoring opportunities. We have also partnered with Peach Community Center, Pacific Lutheran University and the YMCA to support a five week summer academy for identified students who are showing signs of falling behind in grade-level standards.

Coordination of Fiscal Services

Jason Lee previously received Priority Money due to our priority status. Last year we were removed from priority status and have seen a decrease in our funding. We have also seen a substantial reduction in our Title I budget. Fundraising through our PTA allows our students to attend grade-level field trips and it provides some classroom resources, including books and achievement rewards. The Tacoma School District gave us money to continue to support our Extended Learning Opportunities for students in both Language Arts and Math.