

**Tillicum Middle School
Improvement Plan 2010-11
Bellevue School District**

Instructional Program

At Tillicum, we believe that the success of every student depends on our ability to provide a supportive learning environment; one where each student is connected to an adult in school, believes in the value of their learning and faces an appropriate level of challenge in their work.

To ensure all students grow in their ability to read increasingly complex text, Tillicum’s School Improvement Plan was designed in response to student performance data reported on the 2009-2010 Measurement of Student Performance (MSP) and targets the area of Reading Comprehension for the 2010-2011 school year. Tillicum intends 100% of our students to demonstrate positive growth as measured by the spring 2011 MSP by closing the achievement gap for some while extending learning for students meeting or exceeding state learning targets.

District Goal #1—Closing the Achievement Gap

Data Source (ex: MSP, HSPE, MAP, Dibels, etc.)	Data Analysis (factual statements)
MSP scores from 2009-2010 will be the primary source of data.	A review of Washington State Measurement of Student Performance (MSP) scores indicates that 20.5% (or 139) of current Tillicum students are not meeting standard in Reading; specifically, 5.5% (or 37) students achieved level 1 and 15% (or 102) students tested at level 2.

SMART Goal Statement for 2010-11
In order to close the achievement gap, we will focus our efforts on the 12% of incoming 6 th grade students (30), 15% of the incoming 7 th grade students (41), and 18% of the incoming 8 th grade students (36) who did not score at level 2 and did not meet standard on the 2009 MSP. They will demonstrate progress in their ability to read as measured by the 2010 MSP. To achieve this goal, we plan to focus on the top 33% of 6 th grade level 2 students (10), who scored at the top of level 2. The top 46% of 7 th grade level 2 students (19) and the top 41% of level 2 8 th grade students (14) will also be the focal point of our efforts. Additionally, we will decrease the percent of all level 1 students by 10%.

Intervention/Differentiation	SMART Goal Progress Monitoring
While the MSP serves as our “end of year “ success indicator, Tillicum also uses a variety of reading assessment scores including DRA scores, MSP scores, and teacher recommendations in order to properly place students in reading. For students benefitting from extra support, targeted reading classes are available. Additionally, after school tutorial time may be utilized by students to review specific reading strategies with their teachers.	(ex: middle of the year Dibels, middle of the year MAP, DRA, etc.)

<p>This year, our school wide effort to support the development of Reading Comprehension will provide all students practice in identified reading strategies across all content areas.</p>	
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District Goal #2—Extending Learning

Data Source (ex: MSP, HSPE, MAP, Dibels, etc.)	Data Analysis (factual statements)
<p>MSP scores from 2009-2010 will be the primary source of data.</p>	<p>27% (69 students) of the incoming 6th graders, met standard in reading by achieving a level 3. An additional 49% (126 students) exceeded standard and achieved a level 4. Additionally, 79% (147 students) of our incoming 7th graders met or exceeded standard; with 51% (60 students) at a level 3 and 28% (84) reaching a level 4. In the 8th grade, 76% (144 students) met or exceeded standard with 31% (60) reaching a level 3 and 43% (84) reaching a level 4.</p>

SMART Goal Statement for 2010-11
<p>Tillicum intends 100% of our students to demonstrate positive growth as measured by the spring 2011 MSP. A review of student performance data indicates that approximately 76.6% of all students at Tillicum are meeting and/or exceeding current expectations in Reading as measured by the MSP in 2010; 75.8% of the incoming 6th grade class (195), 78% of the incoming 7th grade class (209), and 76% of the incoming 8th grade class (147). In order to extend student learning and increase the achievement of students already passing, we will expect the percent of 6th grade students (14) achieving Level 3 to increase by 20%; 7th grade students (4) by 3%; and 8th grade students (14) by 23% so that they reach a level 4.</p>

Intervention/Differentiation	SMART Goal Progress Monitoring
<p>While the MSP serves as our “end of year “ success indicator, Tillicum also uses a variety of reading assessment scores including DRA scores, MSP scores, and teacher recommendations in order to properly place students in reading. For students benefitting from extra support, targeted reading classes are available. Additionally, after school tutorial time may be utilized by students to review specific reading strategies with their teachers.</p> <p>This year, our school wide effort to support the development of Reading Comprehension will provide all students practice in identified reading strategies across all content areas.</p>	<p>(ex: common assessments, develop monitoring tool, etc.)</p>

Professional Learning Cycles

Cycle One: Direct Teaching Safe Practice Observation/Feedback	September 27 th through October 7 th October 12 th through October 28 th November 1 st through November 19 th
Cycle Two: Direct Teaching Safe Practice Observation/Feedback	December 1 st through December 15 th January 3 rd through January 21 st February 1 st through February 11 th
Cycle Three: Direct Teaching Safe Practice Observation/Feedback	March 1 st through March 10 th March 14 th through March 31 st April 11 th through April 22 nd

Parent, Family and Community Involvement

In partnership with our PTSA, Tillicum provides conversation around our school's data and will introduce reading strategy workshops to help all students improve their Reading Comprehension through strategies for use at home. Parent engagement is also supported through Curriculum Night, Arena Conferences, access to grades, attendance and curriculum on-line, email communication with teachers, and contact with the counseling staff. Tillicum proudly welcomes VIBES volunteers into our classrooms to provide additional reading and support.

Use of Technology to Facilitate Instruction

At Tillicum, technology is used as a tool to support student learning. Specifically, the use of SmartBoards and document cameras provide students the opportunity to demonstrate their understanding of text in all content areas and to explain their thinking and reasoning aloud to other students in their classroom.

The use of the Senteo Student Response System provides teachers with immediate feedback regarding the depth and breadth of student learning on a given task; also allowing the entire class to see the graphed data of their understanding as a group. WYNN software provides students an opportunity to have the text read aloud from the computer to assure equal access to the content and Audiotapes provide students opportunity for accessing challenging novels. The general use of computer labs provides all students with the opportunity to access research materials, articles, encyclopedias, and websites; extending their access to challenging text.

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies nine characteristics of successful schools. To frame our work this year, Tillicum relied upon these success indicators to establish a clear and shared focus to increase the reading comprehension for all students by providing support for students struggling to meet success standards and extending the learning for those already meeting or exceeding standard. This work will be accomplished through focused professional development surrounding reading strategies and the collaboration of our individual Professional Learning Communities.

Our reliance upon the district reading curriculum and assessments helps ensure that the content and skills students are learning align with the state standards. Collaboration with the District's Reading Technology Coach and our own Reading teachers in conjunction with the members of our Instructional Leadership Team will help increase the capacity of all our staff to support students across all content areas so they have access to our powerful curriculum.

School leadership is modeled collaboratively through leading peer workshops, providing new reading strategies, sharing challenges and research and observing student work. These practices create an environment that allows for avenues of deeper communication within our community of teachers to support student learning.