

# Langley Middle School School Improvement Plan 2016-2017

## “Building the future through Healthy Heads, Hearts, and Hands”

### Part 1: Student Performance Data

*Interpreting and Applying Student Performance Data to school improvement efforts.* Describe the student performance data and other information that indicate a need to improve student performance. This section must include HSPE/E.O.C. data, and may include other performance data such as district assessments, drop-out and/or retention data, attendance data, etc. Insert appropriate charts, graphs and tables (reference these in the narrative) as needed.

*Grade 7 and 8, 2016 SBAC Results are below. (The State Performance Data from the 2016 SBAC for Grade 6 has been suppressed. Individual grade 6 student scores were received and were used by staff in making instructional decisions., Grade level summary data were not provided.)*

English Language Arts 7th Grade		
	<u>Number</u>	<u>Percent</u>
<b>Meeting Standard including PP†</b>	62	68.8%
<b>Meeting Standard</b>	62	68.8%
Level 4	32	35.5%
Level 3	30	33.3%
Basic	0	0.0%
<b>Not Meeting Standard</b>	28	31.1%
Level 2	15	16.6%
Level 1	10	11.1%
No Score*	3	3.3%
<b>Total</b>	90	100.0%
<b>Meeting Standard excluding No Score</b>		71.2%
<b>Alternate Assessment (see WA-AIM)</b>	1	
WA-AIM	1	
<b>Not included in test calculations**</b>	1	
<b>Total Enrollment</b>	92	

Math 7th Grade		
	<u>Number</u>	<u>Percent</u>
<b>Meeting Standard including PP†</b>	48	53.3%
<b>Meeting Standard</b>	48	53.3%
Level 4	20	22.2%
Level 3	28	31.1%
Basic	0	0.0%
<b>Not Meeting Standard</b>	42	46.6%
Level 2	23	25.5%
Level 1	18	20.0%
No Score*	1	1.1%
<b>Total</b>	90	100.0%
<b>Meeting Standard excluding No Score</b>		53.9%
<b>Alternate Assessment (see WA-AIM)</b>	1	
WA-AIM	1	
<b>Not included in test calculations**</b>	1	

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<b>Total Enrollment</b>	92
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English Language Arts 8th Grade		
	<u>Number</u>	<u>Percent</u>
<b>Meeting Standard including PP‡</b>	74	67.8%
<b>Meeting Standard</b>	74	67.8%
Level 4	25	22.9%
Level 3	49	44.9%
Basic	0	0.0%
<b>Not Meeting Standard</b>	35	32.1%
Level 2	25	22.9%
Level 1	8	7.3%
No Score*	2	1.8%
<b>Total</b>	109	100.0%
<b>Meeting Standard excluding No Score</b>		69.1%
<b>Alternate Assessment (see WA-AIM)</b>		
WA-AIM		
<b>Not included in test calculations**</b>	2	
<b>Total Enrollment</b>	111	

Math 8th Grade		
	<u>Number</u>	<u>Percent</u>
<b>Meeting Standard including PP‡</b>	38	34.8%
<b>Meeting Standard</b>	38	34.8%
Level 4	17	15.5%
Level 3	21	19.2%
Basic	0	0.0%
<b>Not Meeting Standard</b>	71	65.1%
Level 2	33	30.2%
Level 1	36	33.0%
No Score*	2	1.8%
<b>Total</b>	109	100.0%
<b>Meeting Standard excluding No Score</b>		35.5%
<b>Alternate Assessment (see WA-AIM)</b>		
WA-AIM		
<b>Not included in test calculations**</b>	2	
<b>Total Enrollment</b>	111	

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**STAR Data Review  
2015 – 16**

**Mathematics**

	Fall	Winter	Spring
<b><u>Grade Six</u></b>			
Below 25%	19.4% (18)	19.0% (19)	26.8% (26)
25% – 49%	28.0% (26)	21.0% (21)	19.6% (19)
50% - 74%	32.3% (30)	29.0% (29)	22.7% (22)
75% - 99%	20.4% (19)	31.0% (31)	30.9% (30)
<b><u>Grade Seven</u></b>			
Below 25%	18.6% (16)	7.2% (6)	21.2% (21)
25% – 49%	24.4% (21)	15.7% (13)	16.2% (16)
50% - 74%	23.3% (20)	34.9% (29)	25.3% (25)
75% - 99%	33.7% (29)	42.2% (35)	37.4% (37)
<b><u>Grade Eight</u></b>			
Below 25%	16.8% (17)	15.7% (13)	23.5% (23)
25% – 49%	14.9% (15)	18.1% (15)	20.4 % (20)
50% - 74%	44.6% (45)	43.4% (36)	39.8% (39)
75% - 99%	23.8% (24)	22.9% (19)	16.3% (16)

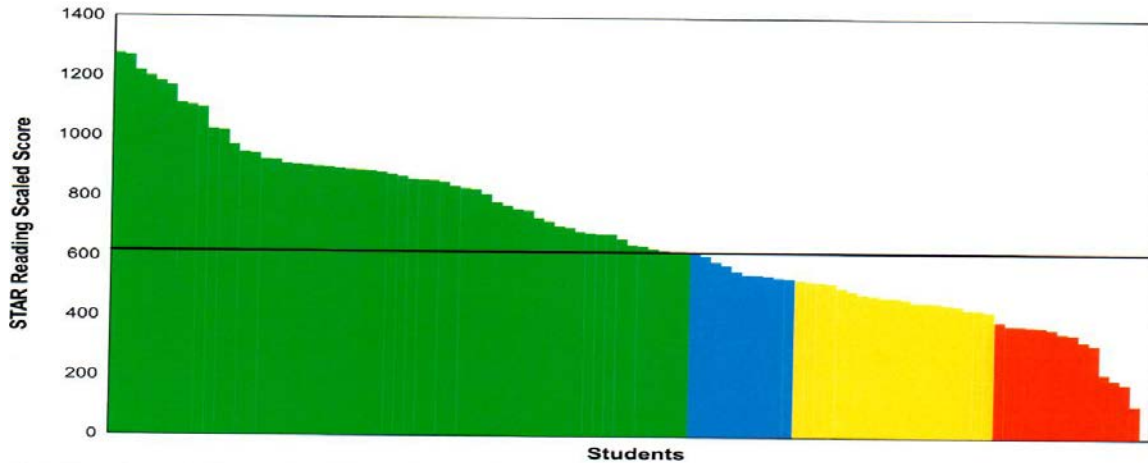
**Reading**

	Fall	Winter	Spring
<b><u>Grade Six</u></b>			
Below 25%	31.6% (31)	28% (26)	32.6% (31)
25% – 49%	19.4% (19)	24.7% (23)	17.9% (17)
50% - 74%	28.6% (28)	25.8% (24)	31.6% (30)
75% - 99%	20.4% (20)	21.5% (20)	17.9% (17)
<b><u>Grade Seven</u></b>			
Below 25%	24.7% (21)	13.1% (11)	13.3% (12)
25% – 49%	18.8% (16)	19.0% (16)	21.1% (19)
50% - 74%	34.1% (29)	39.3% (33)	33.3% (30)
75% - 99%	22.4% (19)	28.6% (24)	32.2% (29)
<b><u>Grade Eight</u></b>			
Below 25%	14% (14)	22.0% (22)	20.0% (21)
25% – 49%	22% (22)	41.1% (25)	42.9% (45)
50% - 74%	34% (34)	43.3% (26)	42.9% (45)
75% - 99%	30% (30)	5.0% (3)	24.8% (26)

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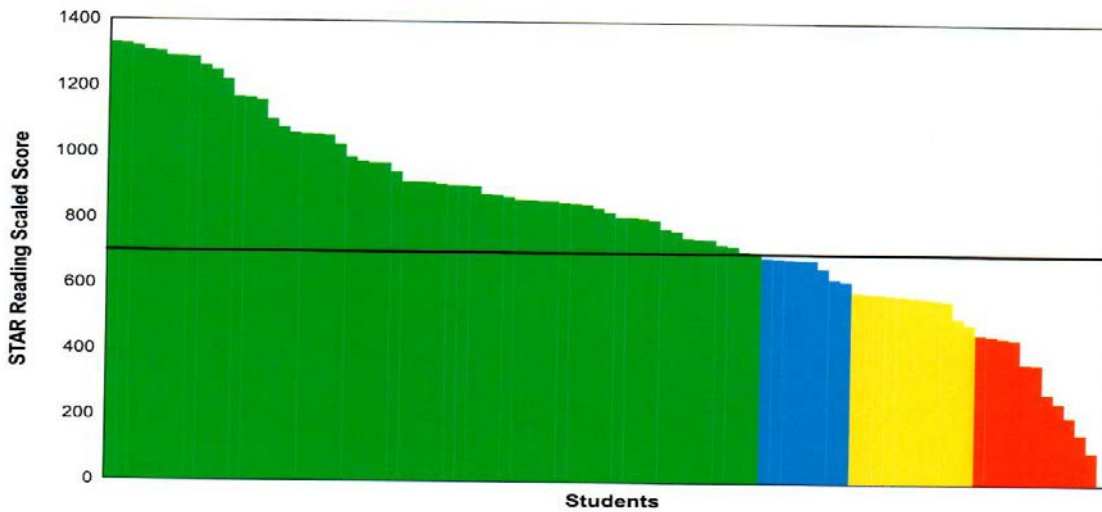
## Fall, 2016 Reading

### Grade: 6



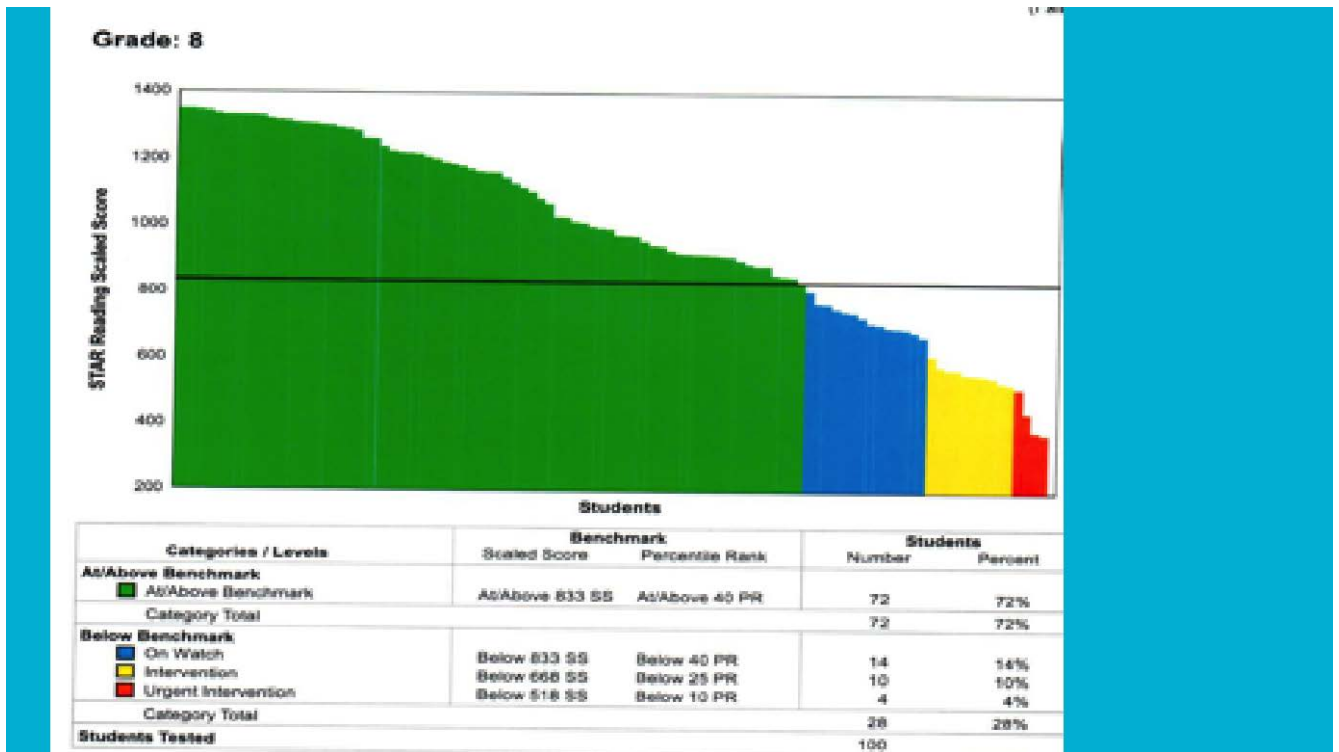
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 618 SS	At/Above 40 PR	55	56%
Category Total			55	56%
<b>Below Benchmark</b>				
On Watch	Below 618 SS	Below 40 PR	10	10%
Intervention	Below 528 SS	Below 25 PR	19	19%
Urgent Intervention	Below 417 SS	Below 10 PR	14	14%
Category Total			43	44%
<b>Students Tested</b>			98	

### Grade: 7

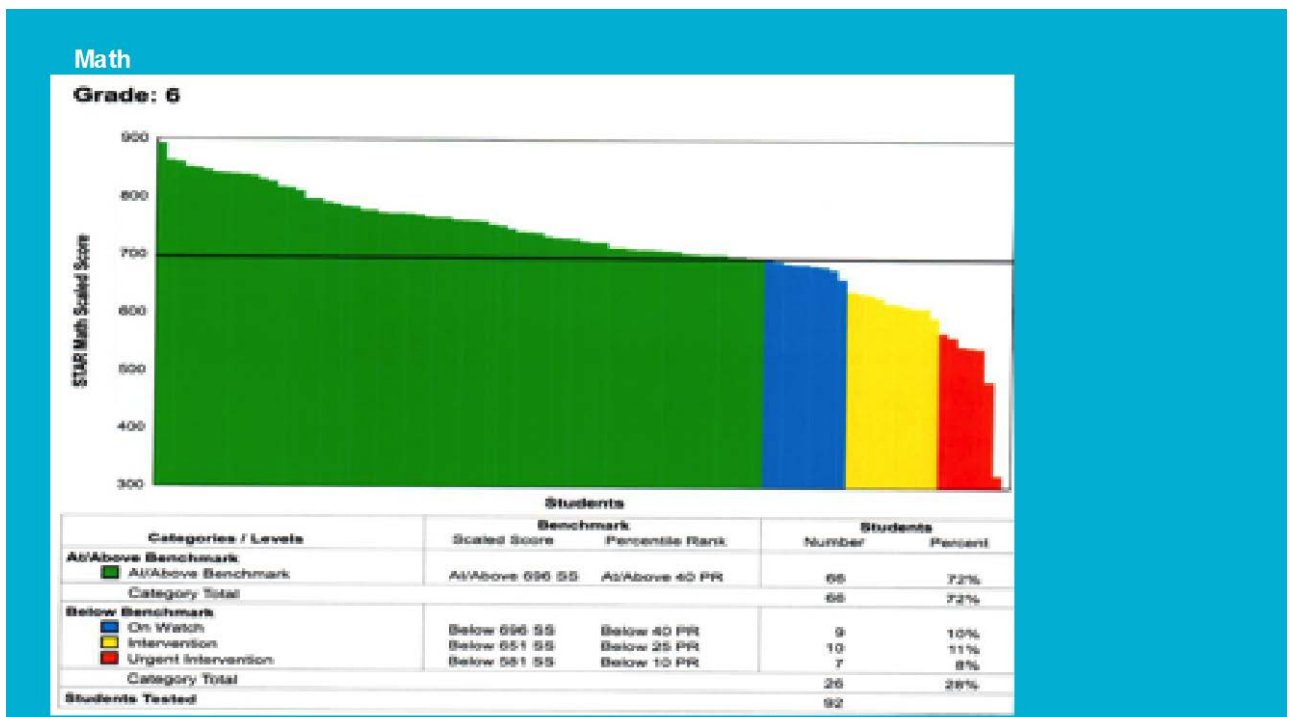


Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 700 SS	At/Above 40 PR	58	66%
Category Total			58	66%
<b>Below Benchmark</b>				
On Watch	Below 700 SS	Below 40 PR	8	9%
Intervention	Below 587 SS	Below 25 PR	11	13%
Urgent Intervention	Below 464 SS	Below 10 PR	11	13%
Category Total			30	34%
<b>Students Tested</b>			88	

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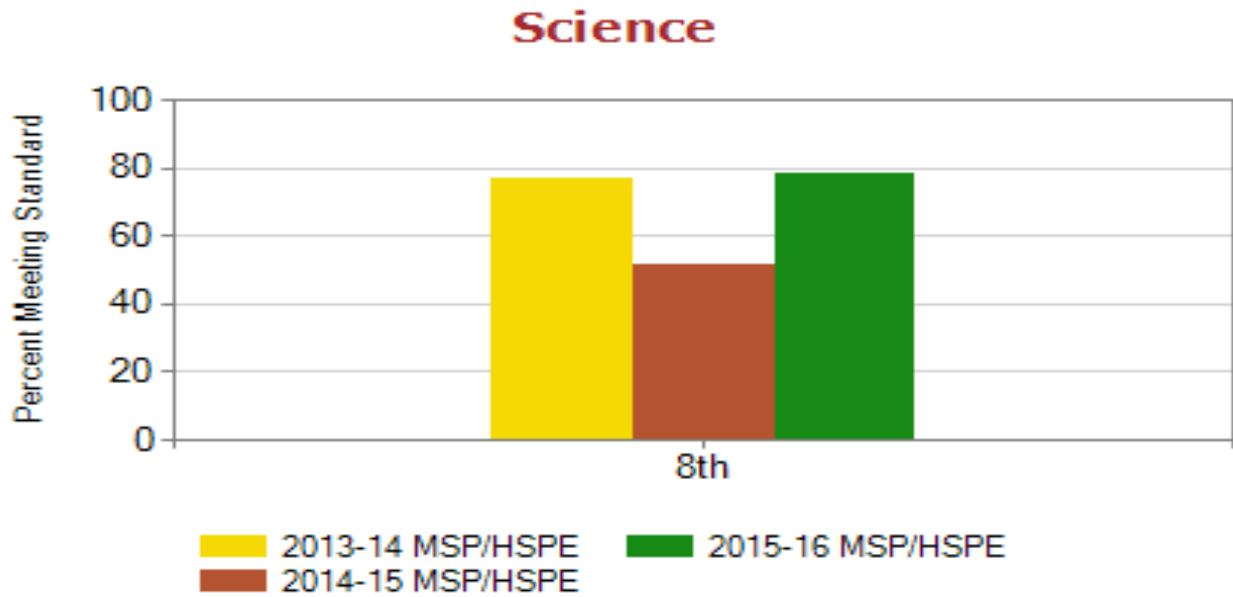
## Fall, 2016 Math



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**Grade 8 Science MSP Results  
Spring, 2016**



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## Part 2: Nine Characteristics of High Performing Schools

Refer to Appendix A for a description of the nine characteristics and an assessment tool. Each school must have current data relating to the nine characteristics.

*Research has shown that there is no silver bullet; no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to have the following nine characteristics.*

- 1. Clear and Shared Focus:** *Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.*
- 2. High Standards and Expectations for All Students:** *Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.*
- 3. Effective School Leadership:** *Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.*
- 4. High Levels of Collaboration and Communication:** *There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.*
- 5. Curriculum, Instruction and Assessment Aligned with Standards:** *The planned and actual curriculum is aligned with the essential academic learning requirements (EALRs). Research based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.*
- 6. Frequent Monitoring of Learning and Teaching:** *A steady cycle of different assessments identify students who need help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*
- 7. Focused Professional Development:** *A strong emphasis is placed on training staff in areas of most need. Feedback from teaching and learning focuses on extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*
- 8. Supportive Learning Environment:** *The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*
- 9. High Level of Family and Community Involvement:** *There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Counselors help direct students and parents to tutors to promote academic success.*

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## Part 3: Goals and Objectives

Based upon your review of performance and other data, progress toward improvement, and the district strategic plan, describe your one-year school improvement goals and expected student benefits resulting from accomplishing the goal. To be effective, you should limit your school improvement plan to no more than three goals. *Remember, this SIP does not describe every project or activity of the school, but the "important" ones driven by student performance data.*

Annual Goals aimed at "Building the future through healthy heads, hearts and hands"

### Goal One: (Reading)

100% of the students who scored On Watch or Intervention range of the STAR READING assessment, will demonstrate one year's growth (.7GE) by June 2017 as demonstrated on the June STAR assessment.

#### Expected Student Benefits (s)

- Increased number of students who meet standard in reading.
- Increased student support and remediation for students who do not meet standard in reading.
- Increased focused instruction for students based on a wide-range of assessments.

### Goal Two: (Math)

The number of students at or above benchmark on the fall 2016 STAR Math assessment will increase by 10% on the end of year STAR assessment in June, 2017.

#### Expected Student Benefit(s)

- Increased number of students who meet standard in math.
- Increased student support and remediation for students who do not meet standard in math.
- Increased focused instruction for students based on a wide-range of assessments.

### Goal Three: (Writing)

80% of all LMS students will score at 80% or above on the spring, 2017 writing assessment administered at each grade level.

#### Expected Student Benefit(s):

- Preparation of all students to meet standard on the Smarter Balance Assessment of Written Language in spring of 2016.
- Increased student support and remediation for students who do not meet standard in writing.
- Increased focused instruction for students based on a wide-range of assessments.

### Goal Four: (Science)

By spring of the 2017 school year, 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade students at Langley Middle School will achieve 75% or above in real world scientific inquiry practices as measured by teacher-student generated scoring rubrics, MSP practice items & MSP.



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**Goal One: – 100% of the students who scored On Watch or Intervention range of the STAR READING assessment, will demonstrate one year’s growth (.7GE) by June 2017 as demonstrated on the June STAR assessment.**

PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Administration of STAR Assessment in Reading identify students in grades 6, 7, & 8 who scored in the intervention or on watch range.	September 2016	Teaching Teams	<ul style="list-style-type: none"> <li>Establish baseline data to enable accurate placement of students</li> </ul>
b. Analysis of scores and development of intervention plans to meet the needs of all students in the targeted categories, including individuals and subgroups of students	Ongoing	Teaching Teams	<ul style="list-style-type: none"> <li>Teachers have better understanding of students’ reading issues.</li> </ul>
c. Enroll students in an appropriate Flex Period and/or RTI rotations	Ongoing	Teaching Teams	<ul style="list-style-type: none"> <li>Students who are below standard receive additional instruction and regular conferencing about their reading.</li> </ul>

**Goal Two: The number of students at or above benchmark on the fall 2016 STAR Math assessment will increase by 10% on the end of year STAR assessment in June, 2017.**

**Objective 2.1 – Provide intervention and remediation for students who are currently below standard in math.**

PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Administration of STAR Assessment in Math and identify students in grades 6, 7, & 8 who scored in the intervention or urgent intervention range.	September 2016	Teaching Teams	<ul style="list-style-type: none"> <li>Establish baseline data to enable accurate placement of students.</li> </ul>
b. Analysis of scores and development of intervention plans to meet the needs of all students including individuals and subgroups of students.	Ongoing	Teaching Teams	<ul style="list-style-type: none"> <li>Teachers have better understanding of student math needs.</li> </ul>
c. Enroll students in an appropriate Enrichment Period and/or RTI rotation.	Ongoing	Teaching Teams	<ul style="list-style-type: none"> <li>Students who are below standard receive additional instruction and regular conferencing about math concepts.</li> </ul>

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Goal Two: Objective 2.2 – Align math curriculum to the common Core State Standards.			
PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Teachers meet to align math curriculum materials to Common Core State Standards in Mathematics.	Ongoing	Math teaching staff	<ul style="list-style-type: none"> <li>Math curriculum materials and instruction aligned to CCS to lesson plans.</li> </ul>
b. Teachers revise courses, units and lessons to meet the requirements of Common Core State Standards in Mathematics.	Ongoing	Math teaching staff	<ul style="list-style-type: none"> <li>Danielson Framework for teaching</li> </ul>

Goal Three: 80% of all LMS students will score 80% or above on the spring, 2017 writing assessment administered at each			
PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Administer formative writing assessments in grades 6 through 8.	September - October, 2016	Teaching Teams	<ul style="list-style-type: none"> <li>Writing assessments administered in all classrooms.</li> <li>Teachers use data from assessments to inform their instruction.</li> <li>Language Arts teachers document assessment and evaluate process.</li> </ul>
b. Utilize formative information from 6 traits and Smarter Balance rubrics to plan instruction and group students for intervention and enrichment activities.	Ongoing	Teaching Teams	<ul style="list-style-type: none"> <li>Individualization and final scores.</li> </ul>
c. Administer summative writing assessments in grades 6, 7, & 8.	May 2017	Teaching Teams	<ul style="list-style-type: none"> <li>Data from summative assessments.</li> </ul>
d. Collaboratively score summative writing assessments	June 2017	Teaching Teams	<ul style="list-style-type: none"> <li>Teachers calibrate scoring of writing.</li> <li>More students reach standard in writing as measured by the Washington State MPE exam.</li> </ul>

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Goal Three: Objective 3.1 – Align Written Language curriculum to Common Core State Standards.			
PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Teachers will attend Professional Development activities in the area of Common Core Standards for Language Arts.	District In-service days	ELA Teaching staff	<ul style="list-style-type: none"> <li>• ELA teachers have better understanding of Common Core standards and how these relate to current curriculum materials and practices.</li> </ul>
b. Teachers meet to align Language Arts curriculum materials to Common Core State Standards in ELA 6-12.	Ongoing	ELA Teaching Staff	<ul style="list-style-type: none"> <li>• ELA curriculum materials and instruction aligned to CCSS in lesson plans.</li> </ul>
c. Teachers revise courses, units and lessons to meet the requirements of Common Core State Standards in ELA.	Ongoing	ELA Teaching Staff	<ul style="list-style-type: none"> <li>• Pre-Post Assessment results</li> </ul>

Goal Four: (Science) By the end of the 2016-2017 school year, 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade students at Langley Middle School will achieve 75% or above in real world scientific inquiry practices as measured by teacher-student generated scoring rubrics, MSP practice items & SBAC. Objective 4.1 – Continue transition to Next Generation Science Standards, emphasizing scientific practices, including inquiry and application.			
PROJECTS/ACTIVITIES	TIMELINE	PARTICIPANTS	MEASURES, EVIDENCE of IMPACT
a. Provide science teachers with professional development on best practices in the implementation of Next Generation Science Standards	Ongoing	Science Teaching Staff	<ul style="list-style-type: none"> <li>• Aligned curriculum</li> <li>• Attend conferences</li> </ul>
b. Adapt curriculum materials to Next Generation Science Standards	Ongoing	Science Teaching Staff	<ul style="list-style-type: none"> <li>• Increased number of lab experiences for students in science classes.</li> </ul>
Provide time for science teachers to meet as a Professional Learning Community to plan and revise science curriculum and assessment 6-12.	Early Release Days	Science Teaching Staff	<ul style="list-style-type: none"> <li>• Vertical alignment of curriculum and assessments.</li> <li>• Pre-test, CBA's science &amp; engineering fair project, post-test, MSP</li> </ul>