

Sager School Improvement Plan

Description of the District

for

2009-2010

John Sager Middle School serves the town of College Place School District in Washington.

John Sager Middle School serves 188 students in grades 7-8. According to district food service data, 55.3% of John Sager Middle School students qualify for free or reduced lunches. The student ethnicity profile is 38.8% Hispanic, 56.9% Caucasian, 1.6% African-American and less than 0.5% other.

The Washington labor camp is within Sager's boundaries, and there are a high percentage of rental homes within College Place. College Place is a non-high school district. Our district sends students to Walla Walla High School for grades 9-12.

We have had the opportunity to partner with Gear Up for the 2002-2009 school years. This program has supported tutors in the classrooms and an after school program where students receive academic assistance and future guidance.

Facilities

John Sager Middle School was built in the 1960's. The school utilizes a GYM on site, but this building is not attached to the classroom section of the school. High Cap students from the 5th/6th grade move from the adjacent school to receive services. Students also travel between John Sager Middle School and Meadow Brook Intermediate School for lunch.

Plan will be implemented during the 2009-2010 school year.

School District Name:	College Place School District #250	
Address:	1775 S. College Ave. College Place Washington 99324	
Building Principal	Bill Varady	
Phone:	1-509-525-5300	FAX:
E-Mail Address:	bvarady@cpps.org	
Superintendent:	Tim Payne	
Phone:	1-509-525-4827	FAX:
E-Mail Address:		
Building Name:	John Sager Middle School	
Address:	1775 S. College Ave. College Place Washington 99324	
Title I/LAP Director	Carol Garbe	
Phone	1-509-529-5207	Fax
E-Mail Address:		
School Enrollment:	188	
Grade Levels:	7 & 8	
Free/Reduced Lunch	55.3%	

DEMOGRAPHICS

John Sager Middle School is located in College Place, Washington.

Below is a summary of our demographics:

Enrollment	
October 2007 Student Count	188
Gender (October 2007)	
Male	55.3%
Female	44.7%
Ethnicity (October 2007)	
American Indian/Alaskan Native	0.5%
Asian	2.1%
Black	1.6%
Hispanic	38.8%
White	56.9%
Special Programs	
Free or Reduced-Price Meals (May 2008)	55.3%
Special Education (May 2008)	14.7%
Transitional Bilingual (May 2008)	9.5%
Migrant (May 2008)	8.4%
Other Information (more info)	
Unexcused Absence Rate (2007-08)	0.9%

Teacher Information (2007-08)

Classroom Teachers	16
Average Years of Teacher Experience	10.4
Teachers with at least a Master's Degree	62.5%
Total number of teachers who teach core academic classes	10
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	64
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet NCLB HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

School Improvement Plan

A. Planning Team

Section 1116(b)(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period.

1. Planning Team - List the names of people involved in developing this plan.	
Parents:	
Licensed Staff: <i>(include position)</i>	Bill Varady, Ted Knauft, Debbie von Borstel, Kristen Wegner, Erika Atwood, Michael Anderson
Classified Staff: <i>(include position)</i>	
Administrators: <i>(include position)</i>	Bill Varady, Principal of Sager/MeadowBrook
District Staff:	Carol Garbe, Special Programs Director
LAP Staff:	Erika Atwood
Others (Optional): <i>(students, community members, etc.)</i>	

B. School Improvement Planning Summary

1. School Improvement Planning Summary
<p>We continue to have Language Arts/Math, and School Environment as areas of concern. We have implemented many programs as part of our School Improvement Plan last year and have seen growth in support for students through after school programs, in-class tutorial and lunch tutorial. We started with a full staff meeting to discuss the current and relevant issues facing the school. The SIP team then took over and proceeded to implement the process of gathering data from a needs assessment tool. From this tool, we as a team found the following to be either areas of weakness or areas of strength. The areas of weakness will be reviewed and modified as necessary to gain the growth or changes necessary. The areas of strength will be utilized to modify and support those in need or some work.</p>

C. Communication

In developing or revising the plan, the school must consult with parents, school staff, the district, and outside experts. Ideally, these outside experts will serve as technical assistants and partners throughout the plan's implementation. NCLB Sec.1116

1. Briefly describe the processes that were used to <u>inform</u> the entire staff, parents, community and district of the school improvement planning team actions.
<p>Staff was made aware of the School Improvement process. The Core Team is made up of representatives from each grade and parent and community members that are willing to assist the school with this School Improvement Plan. The Core Team develops the plan and ensures implementation of the improvement plans.</p> <p>Every household in the College Place School District boundaries received an invitation to participate in improvement efforts. One community member responded but has not been able to attend any of the planning and improvement meetings. We have posted this in our monthly school newsletters and on our school reader board.</p> <p>Teachers invited parents to become members of the PTA and School Improvement Team during our Open House. Our LAP Reading teachers are available to answer questions regarding LAP services</p>

2. Briefly describe opportunities for feedback <u>from</u> these groups.
<p>We will take the plan to the PTA and to the School Board as well as have an open evening for input (as we have done in years past), and will again invite parents to attend our next session. The School Board will also have an opportunity to review and approve our plan.</p>

D. Technical Assistance

Use the following table to document the technical assistance you received during the planning process.

1. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.		
Date	Provider	Type of Assistance
Spring 2009	John Sager Middle School	Principal, teachers, staff members and title director, GEAR-UP Site Director, and the School Improvement team participated in the development of the plan and provided support for the process and data analysis.

Data Review

Use this section to summarize the key findings of the data review.

Strengths and Areas in Need of Improvement:

Summarize the findings of the data review by describing the strengths and weaknesses of your current program

Strengths of the Current Program:

- We have a very strong extended day program at the middle school. We have several academic support programs as well as programs for students to stay after school and experience a positive, fun after school experience. This is in support of our many after school activities. We offer an academic support program titled Gear Up. In this program, students receive tutorial support. We also provide students with other academic and non-academic activities via a program titled 21st Century Program. Both of these programs are supported with program directors and many program support personnel.
- We offer support programs / classes to all students in need of additional reading, math, writing and study skill support. These classes were redesigned to include more differentiated instruction during the past school improvement process.
- We utilize strand data from MAPS, STAR and WASL data to design instruction for all students.
- We use late start and common planning time to help disaggregate data to improve instruction.
- We've created positive rewards for students to encourage them to meet their AR goals, and other academic achievements.
- Grade level teams meet bi-monthly to discuss curriculum, assessment, student needs and motivation.
- This year the district implemented a district wide writing assessment given three times a year. All teachers collaboratively scored these papers.
- Curriculum mapping is developing across the district this year. All content area curriculum is being mapped and will be reviewed.
- We used some of our funds to improve our school computer lab. We have an updated computer lab with thirty new computers. These changes allowed our students and staff the opportunity to do MAPS testing and STAR testing on 30 computers that are not out of date.
- Technology for instructional purposes was also purchased in the past year. This allows our school to focus on better presentation of math, reading and writing processes and procedures. Each teacher in need of having a projector to improve student instruction was provided this technology.
- Providing two tutorial times to facilitate academic excellence. One is after school twice a week, the other is during lunch four times a week.
- Building level meetings once a month to look at school climate.

Weaknesses of the Current Program:

- We do not have enough hardware to maximize student use for learning. For example, not enough Accelerated Math scanners. We would like to see additional hardware purchases for use in exploratory and content classes. **(Scanners Goal Met 4-22-2009)**
- Current facilities and staffing configurations are a concern.
- Motivation continues to be a challenge at the middle school level. It is difficult to get the

students to buy-in to the frequent testing periods. This is especially challenging for staff and students. We are working to improve the student morale and make school be perceived as a place where students and staff are there to be happy and provide a positive learning atmosphere and academic school.

- Attendance is a constant concern. We have implemented follow-up procedures for excessive absences. We now are sending out letters and utilizing law enforcement to bring attention to the parents of students with severe attendance issues. We have implemented procedures to build home-student-school relationships, however, we still face the challenge of getting students to school each day.

Professional Development

Staff Development History:

- For the current school year, there is a calendar for professional development, the focus of which is Curriculum Alignment, Curriculum Mapping, Team and Staff Needs Assessments and Grading and Data Collection.
- Currently the district is working on both district wide and individual school improvement activities. John Sager Middle School, Meadow Brook Intermediate School and Davis Elementary School have had several opportunities to meet as Vertical Alignment Teams and Job Alike Teams to manifest a curriculum which will enhance the teaching performance of teachers and leaning performance of students at all levels.
- 2003 -2004 priorities (first was learning environment, then reading and math).
- Beginning with the 2004-2005 year, we reviewed relevant data in each of the three areas, and decided our goals were appropriate for another year.
- At the beginning of the 2005-2006 school year, we reflected upon these particular goals, and their particular priority. Our greatest concern was the math scores, which did not see the dramatic improvements that reading and writing experienced. The discussion revealed a time of transition for the math resource, and that with the newly implemented kindergarten through eighth grade consistency in math (Investigations and Connected Math)
- The 2006-2007 school year was spent focused on Best Schools data, power strands, and effective schools. Teams were developed to work on PLC and GLE type questions to assess student learning and develop pre and post teaching units.
- For the 2007-2008 school year, the staff has focused on curriculum alignment and professional learning communities. The School Improvement team will utilize a needs assessment to determine the needs, strengths and weaknesses of the school. This data collection will result in the further development of John Sager's Middle School Improvement Plan of the 2008-2009 school year.
- For the 2008-2009 school year, the staff has focused on school environment as well as bringing in a district wide writing assessment. School improvement team will utilize a needs assessment to determine the needs, strengths, and weaknesses of the school. In the past only a staff assessment was given, this year we have expanded the assessment to include both students and parents as well. **This data collection will result in the further development of John Sager's Middle School Improvement Plan of the 2009-2010 school year.**

Other Factors:

Prioritization of Needs:

Briefly describe the process used to identify your highest priority areas needing improvement.

Review and analysis of WASL data combined with teacher observation, helped us prioritize our needs in past years. This has been an on-going process for the 08-09 school year. This process started with a full staff meeting, then team meetings, then with parent discussions at our Open House, Conferences and Family Night events. It was then reviewed and modified by our core teams and finally, the School Improvement Team and the School Board approved this School Improvement Plan.

AREAS OF FOCUS

For the 08-09 school year, the staff has focused on a continued emphasis on math and language arts as well as bringing school environment to the forefront. As the Sager staff began to look at the five different areas in our plan (Supportive Learning Environment/Leadership, Educational Equality, Technology, Parents and Community, Curriculum/ Instruction/ Assessment), we realized it may be too much to accomplish fully in one year. It also became apparent that our building and individual teachers needed priorities to focus our improvement process, as well as focus our resource allocation for particular areas.

The following is a non-prioritized list of goals for the 2009-2010 year:

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- A. MATH
- B. LANGUAGE ARTS

SUPPORTIVE LEARNING ENVIRONMENT/LEADERSHIP

A supportive learning environment is foundational to facilitate the other instructional goals. If a supportive learning environment is in place, then the reading and math goals can be pursued and furthered effectively. Since the 2005-2006 school year, we have asked teachers to identify three areas of focus from the College Place School District Teacher Evaluation Form. Each fall, staff decides these areas of focus. Consistently, parent involvement, has been a major priority, however, learning environment has also been viewed as an area of need. During observations and evaluations, we will be spending more time in these areas during the 2009-2010 school year. School Improvement team continues to utilize a needs assessment to determine the needs, strengths and weaknesses of the school. This data collection resulted in the further development of John Sager's Middle School Improvement Plan of the 09-10 school year. Based on results of this year's student needs assessment, we have found that school environment is still a top priority.

Conclusion:

The staff of Sager is dedicated to the success of all students. This plan is a working document to help us guide our school improvement process throughout the years. We appreciate the opportunity to review our data and goals together and are excited to implement the new programs we have designed together and continue the strong programs we have established.

Choosing Solutions

After determining the strengths and weaknesses of the current school programs, school improvement planning is strengthened by an inquiry process to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school's inquiry process and findings

Briefly describe the process the staff and planning team used to identify possible reasons for the identified needs and possible solutions and strategies to address these reasons. Include how the team received input from the whole staff and the parents during this process.

During the community meetings, family events and Open House, parents and community members were asked for input into issues as well as needed solutions. Most of the solutions offered were already implemented in our last School Improvement process (ie: revised after school programs and further use of data based decision making). We also determined that a new set of data derived via a needs assessment helped to produce this document. Also, some of the changes and implementation of new programs that took place this school year based on last year's surveys and needs assessments were evaluated using student, parent and staff needs assessments this spring. The results of these surveys made us realize that school environment needs to continue being a focus. Staff is involved throughout the process through the weekly team meetings, core team process and Wednesday late start Professional Development sessions. It has also come to the forefront that we need to find new ways to get parent feedback and involvement.

School improvement Program Strategies

A. Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. The instructional program strategies should be based on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers.. This may also mean adapting a program or a feature of a program to fit the local situation.

A School Improvement Plan must: NCLB 1116(b)(3)(A)

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment

1. Describe the key strategies based on scientifically based research that will strengthen the Mathematics and Reading/Language Arts instructional programs of the school. Address the specific academic issues that describe how the mathematics and reading instructional programs will be organized and delivered.

Reading: To support the reading goal, updated and additional media and library materials were purchased last year to enhance the current collection. Computer hardware, software and professional development to support the implementation of the programs were also provided. The district curricular alignment will also assist in meeting the goal. We wish to continue the purchasing cycle to maintain modern and complete programs at the school.

Math: To support the math goal, calculators, computer hardware and software as well as professional development to support the implementation of these were provided. The district curricular alignment will also assist in meeting the goal. We would like to maintain program consistency by continuing to purchase additional resources to keep our programs up-to-date.

Attendance: Student attendance during the 09-10 school year will also be tracked with increasing student attendance as the goal. We will provide parent-school-student support to encourage students to not only attend regularly, but to make up assignment missed in their absence.

2. Describe the policies and practices concerning the school's instructional programs for core academic subjects that meet the needs of your school's specific subgroups. If there are specific strategies or practices for a particular subgroup of students describe these separately.

GLAD continues to be utilized in classrooms to meet the content needs of the ELL students. English Language Development courses have also been completely redesigned to acknowledge the various language needs of ELL students.

Poverty is a district wide issue and we provide many services to students of poverty as a district practice. However, in addition to food services and home support, the school has chosen to maintain an after school program which provides an affective filter lowering environment. We serve snacks to all extended day students and transportation home.

3. Describe strategies, policies and/or practices that address the attendance, graduation participation rate issue if this was a cause for the school to be placed in School Improvement status or if you have chosen to address this issue as a preventive measure.

Attendance was not an area of concern on our AYP report; however, we are addressing the issue through the liaison and positive promotion programs we have previously discussed.

4. Describe, as appropriate, activities that the school has implemented that take place before school, after school, during the summer or during any extension of the school year will strengthen students' ability to meet the state's standards.

Extended Day: Extended Day is offered four days per week from 3:00 P.M. to 5 P.M. Students receive a snack and a bus ride home free of charge. All students are welcome to attend (this is funded through the 21st Century Grants and a Gear Up Grant). There are both teachers and assistants at each session of Extended Day. Students are given assistance with homework and are provided with supplemental reading, math or writing activities if they do not have homework. The Extended Day program is used during this time. The Extended Day opportunity is not required, but is highly recommended by teaching staff. Within in the first month of school, all parents and students were notified of the Extended Day opportunity. Parents can request mandatory attendance in Extended Day.

Summer School: The district offers summer school opportunities through GEAR UP, but these classes are limited.

5. LEARNING ASSISTANCE PROGRAM FOR JOHN SAGER MIDDLE SCHOOL
ADDENDUM TO THE SAGER SIP PLAN

Sager Middle School uses the Learning Assistance Program (LAP) for supplemental reading, language arts, and math. The classes are taught by a certificated teacher with some support from LAP para-educator. The class sizes are half the size or less than basic education classes.

STUDENT SELECTION:

Reading/Language Arts/Math – Students are identified for Reading/Language Arts/Math supplemental support services if WASL scores are level 1 and level 2. District assessments -MAP RIT scores and STAR Reading/STAR Math scores are also used identify student need for services. Parents/guardians are notified when their student qualifies and are given the option to consent for student participation in LAP classes.

RANK ORDER:

The rank order list is compiled from data gathered from students' WASL, MAP, STAR Reading and STAR Math scores. These scores are used to 'rank' students according to their ability levels. Students who are considered for LAP services represent those at the lowest percentile. All other students are placed on a 'waiting list' and are eligible for LAP services when a vacancy occurs.

EXITING PROCEDURE:

A student currently being served in LAP class is evaluated quarterly. At the end of each school year or as the need arises. Students who are determined to no longer be eligible for services are notified by parent letter and exited to a general education classroom. The student with the next greatest need as determined by the aforementioned rank order will become eligible for LAP services.

PROFESSIONAL DEVELOPMENT:

The LAP certificated teacher is included in any or all of the professional developmental activities offered at Sager Middle School or by College Place Public Schools. The LAP certificated teacher is also included in any development plans outlined in Sager Middle School's School Improvement Plan.

PARENT INVOLVEMENT:

Parent involvement is encouraged and solicited from LAP eligible students. The interaction between the LAP certificated teacher and parent/guardian can occur during Open house, conferences or open communication between parents/guardians and the LAP teacher. LAP parents/guardians are encouraged by letter to become involved in students' activities and school work associated with LAP, as well as collaborate with student learning plan. Para-educators also become involved by sending home bilingual communication, if necessary.

LAP Student Learning Plans:

Student learning plans are developed including academic goals . They are a collaborative effort between student/parent/teacher to produce an atmosphere of commitment and learning. Student leaning plans must include:

1. WASL results
2. Actions that the school intends to take to improve the student's skills and strategies
3. Strategies to help parents improve their child's skills
4. Annual adjustments as needed
5. Parent Contact

B. High Quality Staff and Professional Development

1. Describe how the professional development funds will be used to address the issues and will strengthen the academic instructional program for all or specific subgroups of students.

Many of the Sager staff is currently trained in GLAD strategies, and trainings this summer are being offered. GLAD strategies were shared during a late start Wednesday. Teachers have been provided additional development days to continue GLAD implementation. Social Studies and Physical Education has a focus on the new Classroom Based Assessment with training and time for implementation. We have also had several trainings in technology and the specific use of it in the classroom.

2. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Team meetings are our most effective means of on-going support for teachers. In these meetings, teachers receive collegial feedback on teaching strategies, data analysis and student monitoring. Team interaction is also an on-going opportunity. During professional development days, representatives from each grade level and specialist teams come together to discuss school priorities, goal setting, actions, curriculum development and assessment strategies.

3. Describe the teacher mentoring program you currently have in place or the one that will be established to support new or struggling teachers.

The school district works to provide mentors for all first year teachers and specialists. Our grade level teams are also of great value and assistance to our new teachers (first year and new to building).

C. Parent and Family Involvement

The school improvement program must: (NCLB Sec.1118(d))

- Create effective involvement of parents
- Have a School Parent Involvement Policy
- Conduct conferences with the parents of students who have not met academic standards, and
- Incorporate use of the parent-school compact

The major parent involvement activities should relate to the student academic goals as much as possible, and should include activities that are valued by parents. In "Best Practice" parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

1. Describe the key strategies planned to increase meaningful parental involvement that are designed to enhance home-school partnerships and improve student learning. These strategies should be also found in the Action Plan.

Activities to welcome parents in the school setting including open house, spaghetti dinner, music programs, graduation, sports activities, conferences, and Spring Showcase will be offered to the families of our school.

2. Describe how the school will provide written notice about the identification for LAP services to parents of each student enrolled in the school in a format and language the parents can understand.

A letter from LAP will be utilized to inform parents of available services. This letter will be provided in English and Spanish. District contacts may be found on the district web pages.

3. For schools in Year 1 of School Improvement describe the plan for identification of Supplemental Educational Service providers and how parents would be notified of this service. For schools in Year 2 or 3 describe the implementation of Supplemental Educational Services for your students.

This school is not in school improvement.

D. Coordination and Technical Support

1. Describe the specific responsibilities of the school, and the district including technical assistance that will be provided by the district as the plan is implemented. Describe technical assistance requested from the state agency.

For each item on the action plan, a process is developed to ensure full implementation. The action plan identifies staff responsible, specific duties and follow-up procedures. The district provides technical support to assist in all action plan items including, but not limited to, analysis of data, creation of action plan, supervision of programs, professional development, management of the school, and Team activities. The principal of the school serves as the director of the plan, ensuring full implementation and progress monitoring.

E. Ongoing Program Development

1. Describe the process to be used by the school and district to annually review and update the school improvement plan to ensure that progress is being made toward the goals of the plan.

The School Improvement Team meets regularly to review the status of the school improvement plan goals in comparison to student level and school level data.

List all federal and state funds allocated to this plan

Funding Source	Amount	How Funds Support SWP
State BEA		
State LAP	\$Provides for 2 LAP EA	Educational Assistant Salaries
Local Levy		
Fed. Dept. of Ed		
Title IA	\$See District Office	Learning Specialist / EA Salaries Parent Involvement Meetings & activities
Title IC		
Title IIA	\$See District Office	SIP Activities/E.A. Collaboration
Title IIB		
Title III		
Title IVA		
Title IVB		
Title V		
Other	\$2,000 and \$3,000	Parent Involvement and SIP Development Plans

This will come after the May State Training (Shanda)

(SWP Note: Schoolwide Programs are required to include:

- A list of the local, state, and federal programs included in the Schoolwide model for flexibility of fiscal accountability;
- How Title I funds and funds from other sources will be used to implement the SWP plan;
- How Title I funding will supplement state and local funding.

State special education, state transitional bilingual, highly capable funds may not be included in the SWP.)

Directions for Developing the Action Plan

School improvement Action Plan

The School Improvement Action Plan is based on the results of the data review and the solutions selected. The Action Plan will serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

The Action plan template provided below can be modified to meet your school's specific needs. Strategies to address attendance, safety, participation rates can be incorporated into the template provided. Measurable goals will need to be stated for these attendance, graduation or participation strategies if these are an issue that placed the school into School Improvement Status.

Establish SMART [specific – measurable – achievable – realistic – time related] goals for continuous and substantial progress by each group of students enrolled in your school. Review AYP Growth Targets for each group. Add additional lines under Specific Groups Measurable Goals as needed.

Each year the plan will be updated and submitted to the district.

We see the need to improve our learning environment. Utilizing various techniques, and possibly initiating a school wide management system, we hope to see students take more individual responsibility.

Added time for students' homeroom class will be utilized to improve student connection to school.

In conjunction with homeroom classes, comprehensive services for students should be provided to foster healthy physical, social, emotional, and intellectually developed students.

We will gauge success by perceptual data and discipline data. Perceptual data is the staff/student/parents' perception of the school climate improving. In addition, the number of behavioral incidents should decrease in our discipline data.

GOAL: Focus on kids and their learning by creating a learning environment that is safe and supportive.

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Learning Environment: Develop individualized plan for severe behavior problems: behavior room, target and resolve issues.	Training for setting up effective BD programs.	TSAP, counselor, principal.	Time for consultation, assessment.	Fall 2004 Ongoing	Program services started, exiting of student from program due to success
Database to track behavior by student and behavior.	In-service, professional development to learn database.	District Tech Coordinator	Database.	Fall 2004 Spring 2007	A database which is usable and accessible by staff.

Homeroom develops relationships. i.e.: Hawk Point Challenge, Olympics, Monthly Math focus	District level training.	Staff, Principal.	Continue to schedule extra time with homerooms, pursue grants and community resources to provide services.	Fall 2004 Ongoing	In place or not, teachers' and students' perceptions of behavior and relationships, decreased behavior problems.
Strengthen and manage the school wide student management system to help with consistency of behavioral expectations.	Investigate past practices and procedures, look at new school wide programs.	Staff, Dean of Students, Counselor, Principal.	Access to past practices and best practices	Fall 2004 Ongoing	In place or not. Teachers' and students' perceptions of behavior and relationships, decreased behavior problems.
Time given during the school day to mentor and support students. Implement schedule of Teach To's from the Handbook.	Discussion topics for areas of need.	Principal, Staff, Dean of Students. Safe and Drug Free Schools Coordinator	Extra time built into the schedule 1 st period. Pull-out Small Group	Fall 2003 Ongoing Fall 2009	Look at discipline data. Evidence in everyday activities.
Continued assessment of moving an administrator to Sager full time.	Provide a private location to meet with students.	Administration	Space. Determine ability to function between two buildings.	Fall 2009	Results from student SIP survey. Reduce discipline problems. Improve staff morale.

Leadership/ Vision: Staff will have a clear understanding of school/district vision for the future. Develop staff protocols.	Open discussion with staff and administration.	Classroom Teachers, Principal, Superintendent.	Time to meet.	Spring 2008 Ongoing	Results from SIP survey.
School level decisions are based upon communications with staff and empirical evidence.	Open discussion with staff and administration.	Classroom Teachers, Principal, Superintendent.	Time to meet.	Spring 2008 Ongoing	Results from SIP survey, data from school year.

2. Educational Equality

Focus on kids and their learning by providing successful educational opportunities for all students regardless of race or language differences.

Our school's and district's glaring need in this area is in Hispanic reading. We intend to line up our pedagogical practices with current research on ESL students. These students need to access flexible scheduling to allow students to get additional assistance in needed areas. Multiple opportunities need to be provided in helping students such as tutoring, mentoring, and special adaptations targeted toward ESL learners.

Our success will be measured by WASL scores for Hispanic reading improving and staying within AYP criteria.

GOAL: Focus on kids and their learning by providing successful educational opportunities for all students regardless of race or language differences.

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATAIVE evidence will be gathered to show this activity is making a difference in student outcomes?
ESL student participation in regular subject area classes.	ESL strategy classes, Literacy First.	Principal, Special Programs Director, ESL Teachers.	Adapted resource materials.	Fall 2004 Ongoing	WASL, Star reading test, language proficiency test.
Proactive communication about ESL students, proper use of adaptations.	ESL strategy training classes.	Principal, Classroom Teachers.	Time to discuss, communicate with staff.	Fall 2004 Ongoing	Regular Classroom Teachers, observations, student assessments.
Connections with ESL homes, making resources available. Fall Labor Camp conferences.	Research, share successful strategies, connect with ESL cultures and homes.	Home liaison, ESL Teachers, Special Programs Director.	Reading materials at home.	Fall 2004 Ongoing.	Parents' involvement in multiple venues: conf. open house, attending school activities, WASL night.

In class tutor assistance.	Effectively trained Gear Up tutors. LAP provides additional support in classrooms where needed.	Principal.	Time for training, funding.	Fall 2004 Ongoing	Monitor for tangible results from mentor relationships.
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3. Technology

Focus on kids and their learning by continuing the district’s emphasis on technology to support prioritized needs.

We desire to support unique teaching needs through technological tools such as the document projectors. These tools facilitate standards based education in many subject areas, but particularly reading, math, and writing.

Technology will also be utilized in grade level assessments, and a common/district data base to allow a consolidated view of assessment data. The use of these and other technologies needs to be supported by professional development.

Success will be measured by improving WASL scores, and by teacher and leadership perceptual data that exemplifies a change in student thinking processes. Success will also be determined by the strengthening of weaker areas as indicated by collected data.

We will work to move teachers from Tier 1 to Tier 2 and from Tier 2 to Tier 3 using the PILOT survey

GOAL: Focus on kids and their learning by continuing the district’s emphasis on technology to support prioritized needs.

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATAIVE evidence will be gathered to show this activity is making a difference in student outcomes?
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Use of Accelerated Math within the Math curriculum, Renaissance Learning: assessment and tracking.	Professional development for staff in AM and reading.	Principal, Math Teachers, all staff.	Time, funding.	Fall 2008 Ongoing	Perceptual data on proper use of AR within the school, training achieved, classrooms using AM in curriculum.
Utilize technology for reading and math assessment, MAP.	Training to Implement within classroom.	Technology Director, Principal, Data Team.	Time.	Fall 2004 Ongoing	System in place, utilized school wide.
School database for tracking student information.	Training on use of database.	Data Team.	Time, funding.	Fall 2008 Ongoing	A database which is usable and accessible by staff in place.
Purchase updated technology, i.e.: document projectors/cameras, lab computers.	District/school in-service.	District Tech Coordinator.	Funding. (District/Gear Up)	Fall 2004 Ongoing	Technologies available to classroom teachers either in class or in a central location.
PILOT Survey	Supporting teachers in their move to Tier 3.	Technology Coordinator.	Funding Time	Spring 2009 Ongoing	Yearly PILOT survey results.

4. Parents and Community

Focus on kids and their learning by improving communication and relationships between home and school.

Parents and teachers have a difficult time communicating due to a variety of challenges. Our goal is to strengthen this communication. We see parent involvement in a wide spectrum of possibilities, not limited to time in classrooms, but including attendance at school events, assistance with homework, etcetera. We will utilize perceptual data from parents.

GOAL: Focus on kids and their learning by improving communication and relationships between home and school.

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATAIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Ask for parent-teacher involvement, family oriented activities, back to school night, spaghetti feed/musical program, chaperones, assemblies.	Planning time given to coordinate.	Homeroom Teacher, Principal, Counselor, Parent Liaison.	Time, funding.	Fall 2004 Ongoing	Annual increase in parent involvement.
Increase communication with home, web site, gradebook.	Training to maintain web site.	Principal, Home Room Teacher.	Time, pro. dev.	Fall 2004 Spring 2009	Annual increase in parent involvement, a consistent communication with parents in place.
Staff has a personal goal for improving communication. <ul style="list-style-type: none"> • Student showcase • Conferences at Labor Camp 	Collegial discussions.	Staff.	Time, postage recourses.	Fall 2005 Spring 2009	Staff discussions to identify successful communication strategies.

5. Curriculum, Instruction, and Assessment

READING

Goal 1.1 Achieve AYP in Reading or 10 % growth of students scoring 3 or 4 in Reading by Spring 2009

RATIONALE: To accomplish this goal, activities need to be focused on implementing the essential components of a Standards based Reading Program

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATAIVE evidence will be gathered to show this activity is making a difference in student outcomes?
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Curriculum: Integrate application of reading skills in content areas.	Training in reading in the content areas, collaborative exchanges between staff, mini lessons given at meetings, Literacy	Teachers, Principal.	Time, collaboration with staff members in all content areas, training provided by outside resources, Literacy First	Fall 2004 Spring 2009 Ongoing	Lesson plans will reflect instruction: one strategy each week in lesson plans, student work in all content area, WASL scores.
Adopt common vocabulary to be used in all classes.	Training in the use of vocabulary acquisition and comprehension. Literacy First, staff meeting mini lessons.	Teachers, Principal	Time for training, money, Literacy First training.	Fall 2004 Ongoing	Strategies visible in classrooms, reflective in student work, WASL scores.

Instruction: Student connections, asking "What are you learning?"	Mini-Lessons.	Teachers.	SIP alignment with targeted assistance plan, time to dialogue with other teachers.	Fall 2004 Ongoing	Student responses aligning with teachers' goals
Best practices training, Literacy First Training.	Training focused on content, vocabulary acquisition and comprehension, during release time mini-lessons: alternate math/reading.	Peer, Contracted Instructors.	Professional development money (I-728), time and compensation for presenter/teacher preparations (1/2 supplemental day), training time.	Every three years, rotating teachers.	WASL scores, teacher assessment, district assessment.
Provide students with additional independent reading time in addition to scheduled reading class.	Instructor training on guiding independent reading.	Principal, Teachers, Scheduling Team.	20 minutes of time built into schedule.	Fall 2001 Ongoing	WASL, STAR, AR goals, increased AR goals, books checked out of library.

Assessment: Establish an assessment test for each grade level, looking into assessments.	Training on implementation of grade level assessment, Star Lit. MAP: SD quick.	Teachers, Principal, Superintendent	Time to collaborate, money for additional training.	Fall 2003 Ongoing	Assessment of data at each grade level, student best work-portfolio assessment, established or not? WASL scores.
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Assemble a team of individuals to interpret and disaggregate pertinent data from district and standardized assessments.	Training for staff on how to best use data for the purposes of reflective instruction, MAP.	Principal, Data Team, Classroom Teachers.	Money to supplement time to collaborate.	Fall 2003 Ongoing	Instruction reflects student improvement or other assessments as made available.
Establish database to track/monitor student growth and achievement.	Training in developing and using a database to track student achievement.	Done in PLC's	Time to assess database to track students, time to update database.	Spring 2004 Ongoing	Presence of database.

MATH

Goal 1.2 Achieve AYP in Math or 10% Growth of students scoring 3 or 4 on WASL Math by Spring 2009

RATIONALE: To accomplish this goal, activities need to be focused on implementing the essential components of a Standards based Mathematics Program

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATAIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Curriculum: Subject specific late start, define needs, then share with other disciplines. Monthly Math focus.	Training in math in the content areas, collaborative exchanges between staff.	Teachers, Principal	Time to collaborate with staff members in all content areas, training provided by outside resources.	Fall 2003 Continuing	Lesson plans will reflect instruction, student work in all content area
Implement Accelerated Math to the current curriculum.	Training in AM.	Math Team.	Time, printers, ink cartridges, scan cards, paper.	Fall 2008 Ongoing	Reflective in student work and WASL scores.

Adopt common vocabulary to be used in all classes, WASL vocabulary	Training in vocabulary development skills.	Teachers, Principal.	WASL mathematics frequently used words.	Fall 2003 Ongoing	Strategies visible in classrooms, reflective in student work.
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Instruction: Best practices training will be provided for math staff.	Collaboratively decided on by staff.	Peer, Contracted Instructors.	Funds, training time.	As needed	WASL Scores, teacher assessment, district assessment.
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Assessment: Assemble a team of individuals to interpret and disaggregate pertinent data from district and standardized assessments.	Staff training on how to best use data for the purposes of reflective instruction.	Principal, Math Team, Data Team.	Funds to supplement time to collaborate.	Fall 2003 Ongoing	Instruction reflects student improvement or other assessments as made available. MAPS and STAR data.
Establish database to track/monitor student growth and achievement.	Training in developing and using a data base to track student achievement.	Data Team.	Time to assess data base to track students, time to update data base.	Spring 2004 Ongoing	Presence of data base.

Writing

Goal 1.3 Decrease by 10% the number of students achieving scores 1 or 2 on WASL writing by spring 2009

RATIONALE: To accomplish this goal, activities need to be focused on implementing the essential components of a Standards based Writing Program

Activities to meet goal: What actions will occur? What steps will staff take?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Responsible Person(s): Who will provide the leadership? Who will do the work?	Resources Needed: What are the existing and new resources that will be used to accomplish the activity?	Timeline: When will this strategy or action begin and end?	Monitoring Effectiveness: Observable / Measurable What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
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Curriculum: Integrate application of writing skills in content areas.	Training in writing in the content areas, collaborative exchanges between staff, mini lessons given at meetings.	Teachers, Principal.	Time to collaborate with staff members in all content areas, training provided by outside resources.	Fall 2003 Ongoing	Lesson plans will reflect instruction, student work in all content areas.
Adopt common vocabulary to be used in all classes.	Training in Six Trait Writing.	Teachers, Principal.	Six-Trait Writing materials and resources.	Fall 2003 Ongoing	Strategies visible in classrooms, reflective in student work.
Implement Six Trait Writing	Staff development in Six Trait Writing.	Teachers, Principal.	Six Trait training.	Fall 2003 Ongoing	Lesson plans will reflect instruction.

Instruction: Best practices training will be provided for all staff.	Training to focus on Content, Organization, Style (COS); Conventions.	Peer, Contracted Instructors	Professional development funds (I-728), time for training.	Every three months (Nov, Dec, March) ongoing.	WASL scores, teacher assessment, district assessment.
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Assessment: Establish an assessment test for each grade level.	Training on implementation of grade level assessments.	Teachers, Principal, Superintendent.	Time to collaborate, funds for additional training, funds to purchase test.	Fall 2003 Ongoing	Assessment of data at each grade level. Student best work-portfolio assessment. Established or not?
Assemble a team of individuals to interpret and disaggregate pertinent data from District and standardized assessments.	Training for staff on how to best use data for the purposes of reflective instruction.	Principal, Data Team.	Money to supplement time, common planning time.	Fall 2003 Ongoing	Instruction reflects student improvement or other assessments as made available.
Establish database to track/monitor student growth and achievement	Training in developing and using a database to track student achievement	Data Team	Time to assess Data base to track students, time to update data base	Spring 2004 Ongoing	Presence of database

SAGER SCHOOL IMPROVEMENT SURVEY — FAMILY PERSPECTIVES

Certain characteristics of a school can affect student learning. This survey asks for your views about our school so we can improve and provide the best possible education for your child.

It will take you 5–10 minutes to respond to the 30 statements about the school. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely.” (Mark the **X** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *All responses will be anonymous and remain confidential.*

Participation is voluntary, and not responding to the survey will not affect your child in any way.

RETURN COMPLETED SURVEY TO THE SAGER OFFICE ON OR BEFORE MARCH 27TH 2009.

Think about the school as you read each statement below. Then circle the number that best describes how much you agree with that statement.

Use the following scale to guide your responses:

- 5 *Agree Completely*
- 4 *Agree Mostly*
- 3 *Agree Moderately*
- 2 *Agree Slightly*
- 1 *Don't Agree at All*
- X *Don't Know/Does Not Apply*

		Don't Know/ Does Not Apply	Don't agree at all	Agree slightly	Agree moderately	Agree mostly	Agree completely
1. The school has a clearly defined purpose and mission.	X	1	2	3	4	5	
2. I have a clear understanding of what the school is trying to accomplish.	X	1	2	3	4	5	
3. I support the goals of the school.	X	1	2	3	4	5	
4. The school's primary emphasis is improving student learning.	X	1	2	3	4	5	
5. The school communicates its goals effectively to families and the community.	X	1	2	3	4	5	
6. All students in the school are expected to meet high standards.	X	1	2	3	4	5	
7. My child understands what needs to be learned.	X	1	2	3	4	5	
8. School work is meaningful and made relevant.	X	1	2	3	4	5	
9. Teachers do whatever it takes to help my child meet high academic standards.	X	1	2	3	4	5	
10. Teachers make adjustments to meet individual student's needs.	X	1	2	3	4	5	
11. Classes challenge students to think and solve problems.	X	1	2	3	4	5	
12. Students receive detailed information about the quality of the work they do.	X	1	2	3	4	5	
13. Teachers give students extra help if it is needed.	X	1	2	3	4	5	
14. Grades are given in a fair manner.	X	1	2	3	4	5	

	5 <i>Agree Completely</i>	4 <i>Agree Mostly</i>	3 <i>Agree Moderately</i>	2 <i>Agree Slightly</i>	1 <i>Don't Agree at All</i>	X <i>Don't Know/Does Not Apply</i>
	Agree completely	Agree mostly	Agree moderately	Agree slightly	Don't agree at all	Don't Know/ Does Not Apply
15. Students respect those who are different from them.	5	4	3	2	1	X
16. The adults in the school show respect for all students	5	4	3	2	1	X
17. Discipline problems are handled fairly.	5	4	3	2	1	X
18. School leaders act fairly and with integrity.	5	4	3	2	1	X
19. My child feels safe at school.	5	4	3	2	1	X
20. The school environment helps the learning process.	5	4	3	2	1	X
21. School staff listen carefully when I express my opinions and concerns.	5	4	3	2	1	X
22. Teachers are constantly trying to become better teachers.	5	4	3	2	1	X
23. The teachers and other adults in my school show respect for each other.	5	4	3	2	1	X
24. School leaders show they care about all students.	5	4	3	2	1	X
25. The adults in the school work well together.	5	4	3	2	1	X
26. The school contacts the families of students who are struggling academically.	5	4	3	2	1	X
27. There is frequent, two-way communication between school staff and families.	5	4	3	2	1	X
28. I feel welcome when I visit the school.	5	4	3	2	1	X
29. The school works with many community organizations to support its students.	5	4	3	2	1	X
30. Many parents and adults from the community come and help at the school.	5	4	3	2	1	X

Please provide some background information about yourself (circle one).

A. Main language spoken at home: English Spanish Russian Another language

B. Frequency of visits to the school: Never Rarely Sometimes Often Very Often

Provide any comments below or attach them to this survey.

Thank you for sharing your views with us! 2/09

SAGER STUDENT SURVEY

This survey asks for your views about different qualities of your school. It will take you about 5-10 minutes to respond to the 35 statements. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely.” (Use the **X** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *Your responses will be anonymous and remain confidential.*

Think about your school as you read each statement below. Then circle the number that best describes how much you agree with that statement.

Use the following scale to guide your responses:

	5	4	3	2	1	X
	Agree Completely	Agree Mostly	Agree Moderately	Agree Slightly	Don't Agree at All	Don't Know/Does Not Apply
1. My school has specific goals that I understand.						X
2. The main purpose of my school is to help students learn.						X
3. Teachers make it clear what I am supposed to learn.						X
4. I know why it is important for me to learn what is being taught.						X
5. My classes challenge me to think and solve problems.						X
6. Teachers expect all students to work hard.						X
7. Teachers expect all students to succeed, no matter who they are.						X
8. My classes are usually interesting.						X
9. Teachers give me challenging work.						X
10. My teachers make learning interesting by teaching in different ways.						X
11. Students feel free to express their ideas and opinions.						X
12. My teachers help me when I don't understand something.						X
13. Teachers give students extra help if it is needed.						X
14. My teachers encourage me.						X
15. Students are given many chances to show what we have learned.						X
16. Tests and quizzes are related to the material and ideas we are supposed to learn.						X
17. Grades are given in a fair manner.						X
18. Discipline problems are handled fairly.						X

- 5 Agree Completely
- 4 Agree Mostly
- 3 Agree Moderately
- 2 Agree Slightly
- 1 Don't Agree at All
- X Don't Know/Does Not Apply

	Don't Know/ Does Not Apply	Don't agree at all	Agree slightly	Agree moderately	Agree mostly	Agree completely
19. The adults in my school work well together.	X	1	2	3	4	5
20. My teachers care about me as a person.	X	1	2	3	4	5
21. The adults in my school show respect for me.	X	1	2	3	4	5
22. Students respect those who are different from them.	X	1	2	3	4	5
23. The teachers and other adults in my school show respect for each other.	X	1	2	3	4	5
24. I feel safe when I am at school.	X	1	2	3	4	5
25. Students can participate in many different school activities (sports, clubs, etc).	X	1	2	3	4	5
26. The school environment makes it easy to learn.	X	1	2	3	4	5
27. I know how to get help from an adult at school if I need it.	X	1	2	3	4	5
28. The adults who work at my school care about all students, not just a few.	X	1	2	3	4	5
29. My teachers contact my family if I am having problems learning.	X	1	2	3	4	5
30. Many parents and adults from the community come and help at the school.	X	1	2	3	4	5
31. My parents are welcome to visit the school.	X	1	2	3	4	5
32. I use technology in the classroom.	X	1	2	3	4	5
33. My teachers instruct me in reading strategies to be successful.	X	1	2	3	4	5
34. My teachers instruct me in math strategies to be successful.	X	1	2	3	4	5
35. My teachers instruct me in writing strategies to be successful.	X	1	2	3	4	5

Please answer several questions about yourself (check one for each question).

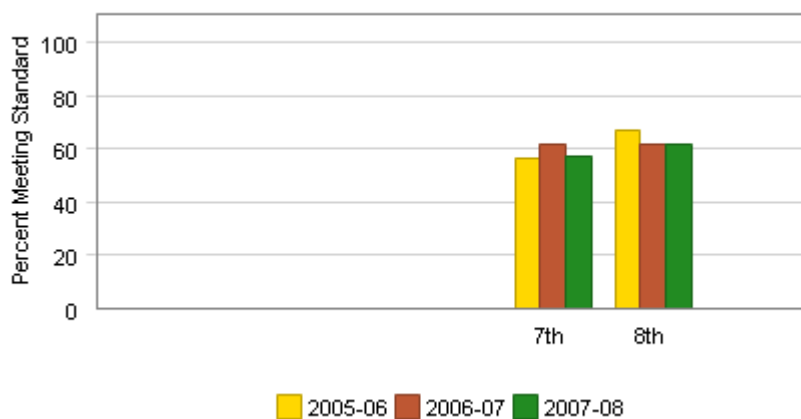
- A. What grade are you in? 7th 8th
- B. What is your gender? Male Female
- C. What is your primary race/ethnicity? Amer. Indian/Native Amer. African American/Black
 Asian/Pacific Islander Hispanic/Latino
 White/Caucasian Multi-racial
 Other

Comments or Response to Optional Question(s):

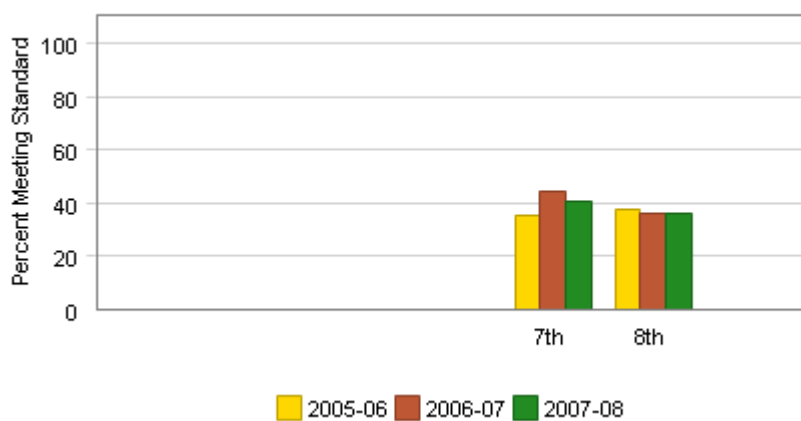
>District >Washington State >College Place School District >**John Sager Middle School** 2007-2008

Grade Level	Reading	Math	Writing	Science
7th Grade	57.0%	40.5%	44.3%	
8th Grade	62.0%	36.1%		34.3%

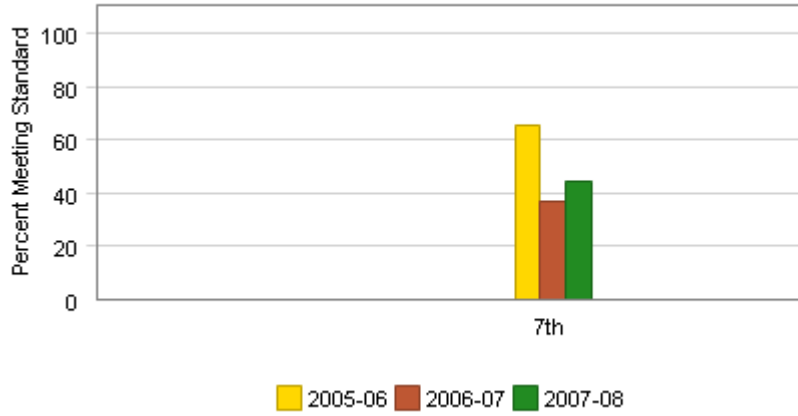
Reading



Math



Writing



Science

