



Sager Middle School  
1755 South College  
College Place, WA 99324

## School Improvement Plan 2007 - 2008

### **"Unity" for Student Achievement**



#### School's Mission Statement

Sager Middle School - Sager Raiders Soar to Excellence!

Provided By OSPI and  
Adapted from ESD 113

May 2007



## INTRODUCTION

## Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- The written plan document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.



**DESCRIPTION OF SCHOOL  
COMMUNITY AND TEAM  
MEMBERS**

## Overview of Sager Middle School

Briefly describe your school and community to provide a context for your school improvement plan.

Sager Middle School is located at 1755 South College. Sager Middle School contains 7<sup>th</sup> and 8<sup>th</sup> grades. This facility has a current enrollment of 187 students. The Sager campus was constructed in 1964, the library in 1969, and the gym in 1978.

Sager Middle Schools' close proximity to Walla Walla College allows WWC students to participate in many of our programs. In addition, certain staff members are shared between Meadow Brook and Sager, including a Guidance Counselor, Librarian, Band Instructor, P.E. Teacher, Highly-Capable Teacher, Music Teacher and Special Education Teacher.

The College Place School District serves a mobile and ethnically diverse population of students. Sager Middle School is no exception. Students enrolled in the free or reduced food program constitute 65% of our population. Twenty-five to thirty percent of our students leave us during the year; some do return.

Our school boundary includes a diverse population. A farm labor camp is part of our school community. Forty-eight percent of our students are in a minority group. College Place School District has created a computer lab at the labor camp to provide internet access for students and parents.

College Place is a small, rural community with a religious influence. The community is home to a Seventh-Day Adventist elementary school, middle school-high school academy, and Walla Walla College. All are private educational institutions sharing community resources with College Place School District.

The opening of Wal\*Mart has provided a positive partnership in this community. Wal\*Mart staff and managers have been very supportive of Sager. They have assisted with music programs and soup label projects. The recently opened Home Depot will also add to the resources for the city of College Place.

The College Place PTA Board Members meet at Meadow Brook Intermediate once a month. These board members are informed on the progress of Sagers' school improvement. The PTA activities through the year support students and families from literacy to math. An annual cookie dough sale provides resources for school projects that benefit students.

## Leadership/Planning Team Members

Tim Payne - Superintendent

Name & Title

Jeff Peterson - Principal

Name & Title

Ryan Lackey - 4<sup>th</sup> Grade, Teacher

Name & Title

Rebecca Schroeder - 5<sup>th</sup> Grade, Teacher

Name & Title

Mark Ferraro - 6<sup>th</sup> Grade, Teacher

Name & Title

Ted Knauft - 7<sup>th</sup>/8<sup>th</sup> Grade Literature Teacher

Name & Title

Darin Durand - 7<sup>th</sup>/8<sup>th</sup> Grade Math/Science Teacher

Name & Title

## District Review Team Members

List the names and titles of the District Review Team Members (This "team" may be the district's Board of Directors)

Paul Hartwig - Board Chairman

Name & Title

Julie Hill - Board Member

Name & Title

John Davin - Board Member

Name & Title

Bob Giger - Board Member

Name & Title

Ginger Ketting-Weller - Board Member

Name & Title

Tim Payne - Superintendent

Name & Title

**Date of District Review:** May 17, 2007



## SCHOOL PORTFOLIO

## Purpose of Plan

Describe the purpose of your plan.

The purpose of Sager Middle School is to help children acquire the knowledge and skills they need for lifelong learning and to prepare them to become responsible citizens.

The planning process is designed to help facilitate systemic change in the entire educational program of our school. The purpose of this systemic change process is to increase the academic achievement of all students.

Resources provided with school-wide planning allow all students access to high quality teaching, reading, and math materials.

## Shared Vision and Guiding Principles

District Vision: Focusing on kids and their learning

Sager Middle School Vision: The staff of Sager Middle School is committed to providing all students with a safe environment where students learn academic and behavioral skills necessary for reaching their fullest potential.

Sager Middle School Mission: Sager Raiders Soar to Excellence

S uccceed through Cooperation

A lways do your best

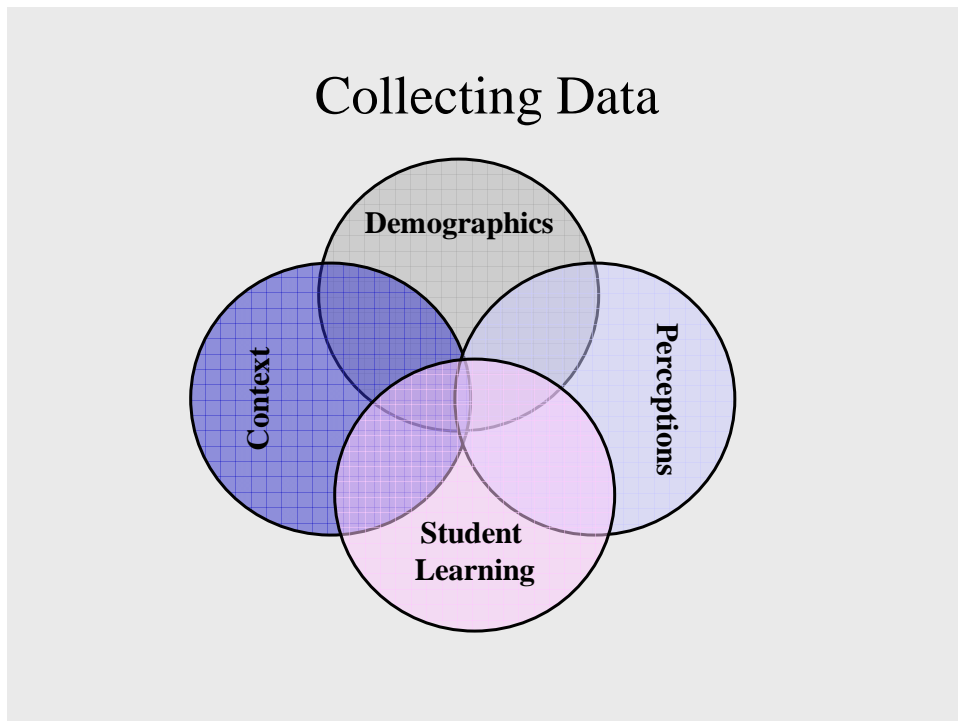
G ain knowledge

E veryone is respected

R esponsibility comes from you

## Creating a School Portfolio And Conducting a Comprehensive Assessment of Strengths and Areas of Concern

The Sager Middle School portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in two categories, (1) demographic, and (2) student achievement. Data will be added periodically to reflect progress toward our goals.



# Demographic Data

Sager Middle School has an actual student population of 187 students 7-8. Student population is 40% Hispanic with an unrelated 40 percent annual student turn-over. The majority of Spanish surnamed families speak predominantly Spanish in the home. When considering students who are actually here during the lunch periods with built in lunch period in which to eat, we have a 70% free lunch population. Sager Middle School serves a highly mobile population of both Anglo and Hispanic children in an area with high incidence of rental property. There is a very large private school population in College Place serving the needs of Seventh Day Adventist families. Walla Walla College is an Adventist College situated in close proximity with Sager Middle School.

College Place is located adjacent to Walla Walla, WA, and is often termed the ‘bedroom community’ of Walla Walla. It’s population is slowly growing and currently is 8300. College Place hosts the county’s local Migrant Labor Camp which is frequently a several year first-stop residence for families emigrating from Mexico prior to settling out into the existing Walla Walla College Place population. Spanish Language is the predominant language spoken in the vast majority of our Hispanic children’s homes. A recent influx of home buyers within our school district boundaries includes an increasing percentage of ‘retirees’ from other cities and states, and particularly California.

Student Demographics	
<b>Enrollment</b>	
October 2005 Student Count	187
<b>Gender (October 2005)</b>	
Male	53.5%
Female	46.5%
<b>Ethnicity (October 2005)</b>	
American Indian/Alaskan Native	1.1%
Asian	1.1%
Black	4.3%
Hispanic	34.2%
White	59.4%
<b>Other Information (<a href="#">more info</a>)</b>	
Unexcused Absence Rate (2005-06)	67.4%

# Student Achievement Data

WASL Trends

## 7th Grade Reading

Year	School	District	State
<a href="#">1997-98</a>	37.5%	37.5%	38.4%
<a href="#">1998-99</a>	37.6%	37.6%	40.8%
<a href="#">1999-00</a>	35.7%	35.7%	41.5%
<a href="#">2000-01</a>	37.1%	37.1%	39.8%
<a href="#">2001-02</a>	32.1%	32.1%	44.5%
<a href="#">2002-03</a>	35.1%	35.1%	47.9%
<a href="#">2003-04</a>	43.8%	43.8%	60.4%
<a href="#">2004-05</a>	65.3%	65.3%	69.0%
<a href="#">2005-06</a>	56.3%	56.3%	61.5%

## 7th Grade Math

Year	School	District	State
<a href="#">1997-98</a>	16.7%	16.7%	20.1%
<a href="#">1998-99</a>	18.3%	18.3%	24.2%
<a href="#">1999-00</a>	23.8%	23.8%	28.2%
<a href="#">2000-01</a>	14.6%	14.6%	27.4%
<a href="#">2001-02</a>	29.6%	29.6%	30.4%
<a href="#">2002-03</a>	22.7%	22.7%	36.8%
<a href="#">2003-04</a>	35.7%	35.7%	46.3%
<a href="#">2004-05</a>	36.7%	36.7%	50.8%
<a href="#">2005-06</a>	35.4%	35.4%	48.5%

## 7th Grade Writing

Year	School	District	State
<a href="#">1997-98</a>	34.4%	34.4%	31.3%
<a href="#">1998-99</a>	28.0%	28.0%	37.1%
<a href="#">1999-00</a>	25.0%	25.0%	42.6%
<a href="#">2000-01</a>	41.6%	41.6%	48.5%
<a href="#">2001-02</a>	45.7%	45.7%	53.0%
<a href="#">2002-03</a>	44.3%	44.3%	54.7%
<a href="#">2003-04</a>	39.3%	39.3%	57.9%
<a href="#">2004-05</a>	67.3%	67.3%	61.2%
<a href="#">2005-06</a>	65.9%	65.9%	64.6%

# 7<sup>th</sup> Grade WASL 2005/2006

Reading - Grade 7	
	Percent
<b>Meeting Standard</b>	56.3%
Level 4 (exceeds standard)	30.0%
Level 3 (met standard)	26.3%
MO (met standard)	0.0%
<b>Not Meeting Standard</b>	43.8%
Level 2 (below standard)	32.5%
Level 1 (well below standard)	10.0%
No Score	1.3%
Unexcused Absence, Refusal	0.0%
Other*	1.3%
<b>Total</b>	100%
<b>Meeting Standard excluding No Score</b>	57.0%

Math - Grade 7	
	Percent
<b>Meeting Standard</b>	35.4%
Level 4 (exceeds standard)	12.7%
Level 3 (met standard)	22.8%
MO (met standard)	0.0%
<b>Not Meeting Standard</b>	64.6%
Level 2 (below standard)	26.6%
Level 1 (well below standard)	38.0%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
<b>Total</b>	100%
<b>Meeting Standard excluding No Score</b>	35.4%

Writing - Grade 7	
	Percent
<b>Meeting Standard</b>	65.9%
Level 4 (exceeds standard)	17.1%
Level 3 (met standard)	48.8%
MO (met standard)	0.0%
<b>Not Meeting Standard</b>	34.1%
Level 2 (below standard)	24.4%
Level 1 (well below standard)	8.5%
No Score	1.2%
Unexcused Absence, Refusal	0.0%
Other*	1.2%
<b>Total</b>	100%
<b>Meeting Standard excluding No Score</b>	66.7%



## **SAGER MIDDLE SCHOOLWIDE IMPROVEMENT GOALS**

## Improvement Goals

Based on the prioritized areas of concern, stakeholders developed the following improvement goals:

### Reading Goal

- Sager Middle School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 61.9% by 2007 in reading as measured by the WASL or a 10% increase of students achieving standards per year.

### Math Goal

- Sager Middle School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 38.9% by 2007 in math as measured by the WASL or a 10% increase of students achieving standards per year.

### Writing Goal

- Sager Middle School will make adequate yearly progress in all cells by meeting or exceeding the state uniform bar to 72.5 by 2007 in writing as measured by WASL or a 10% increase of students achieving standard per year.



## **ACTION PLANS**

The reports compiled by the individual teams of Meadow Brook Intermediate School and Sager Middle School used the following guide in presenting the information.

From (list your team): \_\_\_\_\_

### **Question One**

**Where we've been?** Tell about the 2005-2006 school improvement efforts

### **Question Two**

**Where we are?** Tell about this year to add on to this information about your team's work.

**Step 1:** We started our school improvement process by reviewing "Best Practices" in schools and districts that are achieving at the 90% level of their students learning academic standards. This promotes the belief that all kids can learn and we control enough variables to make sure all students achieve. We have listed our control variables and built rubrics to model "At Standard Performance" as teachers.

**Step 2:** Effective collaboration by team/department has agreed upon "what effective collaboration looks like to improve student achievement".

**Step 3:** Each team has selected their beginning Grade Level Expectations (GLE) focus. These objectives are what the team has selected as the most important learning's to start the assessment tracking for each student. Clear agreed upon focus is one of our most important control variables.

**Step 4:** These goals to improve student achievement are WASL aligned from reviewing our WASL results. This was done by the whole group on a late start Wednesday and several teams reviewed each student's WASL results to help them select the areas to focus upon to help all students learn. We still need to fine tune this step to be sure we are addressing the needs from the WASL data.

**Step 5:** We are using our Late Start Wednesdays to work as collaborative teams to select learning targets, set goals, build assessments, share results of assessments, use student tracking tools to share, monitors and adjust our teaching efforts, thus creating synergistic teamwork to improve student learning for all.

**Step 6:** We have developed a school wide rubric to increase teaching time on WASL aligned teaching points.

**Step 7:** We will plan to closely disaggregate and analyze the WASL items by grade level/department and vertical teams to plan teaching points. We will decide upon core learning's (power standards) at each grade level. These will be discovered and taught and re-taught to provide multiple opportunities for student achievement. Students will have additional opportunities to learn these vital few GLEs. This includes vertical teams to decide our core learning's for students for each quarter.

### **Question Three**

**Next year's school improvement needs?** Add on to these ideas

**Step 8:** Plan to develop performance indicators assessments to check progress at all grades, along with intervention plans developed by teachers by grade level/department.

**Step 9:** Plan to develop instructional calendars with plotted teaching points that are aligned to performance indicators (WASL aligned teaching points).

# SAGER MATH TEAM

Team Leader Darin Durand, John Moreno,  
Debbie VonBorstel, David Ingersoll, Andrew Goin

## Question One

### Where we've been?

- Learning environment coach in place to help improve the school climate and culture at Sager.
- Looking forward to math focus for 2006-2007 school year.
- SIP was a continuing focus of the 2005-2006 school year. Teams met throughout the year to discuss the SIP and how it needed to be implemented and adapted to suit the years to come.
- Monthly reading foci, Literacy First training for as many staff as possible.
- Technology focus: creating databases to gather student work, use of AR, and purchasing more math libraries.
- Adopted "Connected Math" as curriculum in 2004-2005; partial set purchased; some teachers trained
- Majority of Meadow Brook and Sager teachers trained in "connected math" - investigations in 2005-2006; complete set purchased
- Student work-booklets created in 2006-2007

## Question Two

### Where we are?

In 2006-2007 we have structured our Wednesday Teams around the Professional Learning Communities model presented by DuFour's. Our team began the year by analyzing WASL data to target our lowest areas of student performance.

It was determined at this time that 7<sup>th</sup> grade Math should be our area of focus. We then selected specific Grade Level Expectations that were of the highest need; based on WASL performance, perceived high needs, and the sequencing needed to build for later GLE's. Since then we have constructed several assessments, created rubrics to record the data from those assessments, and generated ideas for pre-teaching and post-teaching, and shared scoring of those assessments (done to develop consistency among scoring and classrooms. Our GLE's of highest priority included: Number Sense & Writing. To focus on these GLE's we implemented a daily warm-up and regular writing.

### Assessment Created -

- A. Accentuate the Negative (rational numbers)
- B. Kaleidoscopes, Hubcaps & Mirrors (symmetrical geometry)
- C. What Do You Expect? (probability & statistics)

### Question Three

#### Next year's school improvement needs?

We plan to continue working in our grade level teams to analyze data for student needs, construct assessments for all GLE's to guide instruction and refine assessments created this year, and have ongoing analysis of those assessments to address students who need additional support and re-instruction. We plan to construct year-long curriculum/GLE maps in all subject areas. We hope to move towards district curriculum alignment (greater vertical planning).

#### **In Math -**

- Monthly Math Focus
- Update for general staff on current strategies for strands focus
- Use of two-hour LID day as Job Alike days to facilitate K-8 alignment/continuum
- Keep Math Plus
- LAP will be used as a supplemental resource for underachieving students. Supplemental assistance will be offered to identified students in the following areas: Seventh Grade Math, Language Arts/Reading and Eighth Grade Math.

#### **In Reading -**

- Monthly L.A. focus (Reading Strategies)
- Time outside of classroom for AR --- Raider Reading
- Literacy First training for all untrained staff
- Use of two-hour LID day as Job Alike days to facilitate K-8 alignment/continuum
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- LAP will be used as a supplemental resource for underachieving students. Supplemental assistance will be offered to identified students in the following areas: Seventh Grade Math, Language Arts/Reading and Eighth Grade Math.

**In Technology -**

- InFocus (projector) machine in each classroom
- Continue updating assessment (AR/AM)
- K-8 alignment in technology expectations for a continuum to teach towards
- Follow the district plan to updating lab and workstations

**School Climate (Environment)**

- Place considerable emphasis on this area by reinstating the 2005-2006 SIP plan for this area.
- Develop a late start calendar
- Develop a specific SIP team that meets throughout the year
- Create a plan for monthly Content Area Curriculum alignment

## SAGER LITERATURE TEAM

Team Leader Ted Knauff, Mike Patterson, Erika Atwood, Kristen Wegner,  
Josh Deiss, Erica Lackey, Jim Herbert, Terri Klundt

### Question One

#### Where we've been?

- Learning environment coach in place to help improve the school climate and culture at Sager.
- Looking forward to math focus for 2006 - 2007 school year.
- SIP was a continuing focus of the 2005-2006 school year. Teams met throughout the year to discuss the SIP and how it needed to be implemented and adapted to suit the years to come.
- Monthly reading foci, Literacy First training for as many staff as possible.
- Technology focus: creating databases to gather student work, use of AR, and purchasing more math libraries.

### Question Two

#### Where we are?

In 2006-2007 we have structured our Wednesday Teams around the Professional Learning Communities model presented by DuFour's. Our team began the year by analyzing WASL data to target our lowest areas of student performance.

It was determined at this time that Reading should be our area of focus. We then selected specific Grade Level Expectations that were of the highest need; based on WASL performance, perceived high needs, and the sequencing needed to build for later GLE's. Since then we have constructed several assessments, created rubrics to record the data from those assessments, and generated ideas for pre-teaching and post-teaching, and shared scoring of those assessments (done to develop consistency among scoring and classrooms). In addition to the above created assessments we had several mini trainings. These include but are not limited to: **Classroom Instruction that Works**, Reading Strategies, Building Fluency, and Developing Background Knowledge.

### **Assessments Created -**

- A. Fiction. Text: After 20 Years. Assessed for: Predicting & summarizing.
- B. Nonfiction. Text: Amelia Earhart - Flight Around the World. Assessed for: Organizational features of nonfictional text.
- C. Poetry. Text: The Bat and Mooses. Assessed for: Analyzing for similarities and differences.
- D. Folk tale. Assessed for: Author's purpose.

### **Question Three**

#### **Next year's school improvement needs?**

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