

SY 2022-2023 Comprehensive School Improvement Plan Fall Report

Yelm Middle School
Principal Steve Rood

11/18/2022

WSIF Support Status: Tier 1

School Grade Span: 6-8

Enrollment: 700

FRPL Percentage: 53%

Special Education Percentage: 13%

Multilingual Learner Percentage: 3%

School Improvement Planning Team Members:

Steve Rood- Principal

Mark Bowden- Vice Principal

Michelle Rolen- Counselor

Melvin Fields- Counselor

YMS Math Team

YMS ELA Teachers

PBIS/MTSS members

Governance Members

Counselor Advisory Committee

YMS Teaching staff via whole school goal feedback process

School Improvement Planning Team Meeting Dates:

9/18

9/25

10/2

10/9

10/17

10/24

10/31

11/4

11/9

1/4/23

1/11/23

2/22/23

4/20/23

School Data Analysis

One of the main pieces here has been a revamping of our restorative practices leading currently to a reduction in suspension and to being able to support all students. The results currently show that we are having a positive affect. Daily average attendance is at 88% up from 83% last year but still not to pre-Covid rate of 91% in 2019-20. Suspensions have dropped from 30 in 2019 to 19 last year to 3 this year, when looking at the months of September and October for each year. This is an overall reduction of 77% in suspensions from the last two comparable years.

CSIP SMARTIE Goals

SMARTIE Goals are Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable

SMARTIE Goal 1 addresses tier 1 instruction, increasing the impact of initial classroom instruction.

Goal 1: Math Goal

By the end of the Winter Assessment window, the proficiency of our students at 40% compared to the nation will increase from 48 to 60%. For growth, this will be achieved by students that are scoring proficient or above will grow at 50% or above and those below proficiency will grow at 56% or above. We will identify students that are in each Tier of achievement and we will have targeted structures for supporting and monitoring these students.

ELA Goal

By the end of the Winter Assessment window, the proficiency of our students at 40% compared to the nation will increase from 60 to 72%. For growth, this will be achieved by students that are scoring proficient or above will grow at 50% or above and those below proficiency will grow at 56% or above. We will identify students that are in each Tier of achievement and we will have targeted structures for supporting and monitoring these students.

SMARTIE Goal 2 addresses culture of belonging and improving student social and emotional competence and wellness.

Goal 2: From Fall to Spring on the Belonging survey, African American and Native students positive response rate will increase from 61.5% to 71.5%

SMARTIE Goal 3 addresses a targeted student group and improving outcomes for a student group with a demonstrated need for academic or SEL support (based on disaggregated data).

Goal 3: By the end of the Winter Assessment window, students that are in our Math Support classes will grow from 38% at 40% compared to nation, to 50% of students at the 40th%, compared to nation. For growth, students that are scoring below proficiency will grow at 56% or above and those that are above will grow at least 50%. This will be done by being strategic about grouping students into Support classes and giving them intensive remediation.

Root Cause Analysis

Lesson Preparation And Implementation Root Causes

Clear focus on standards, especially within Math and ELA. Use of multiple assessments, close collaboration and monitoring. Intervention strategies for re-teaching. School-wide AVID strategies with a focus on WICOR (Writing, Inquiry, Collaboration, Organization and Reading).

Essential Routines And Procedures Root Causes

Teacher Clarity- connected to curriculum and assessments and standards
Incorporation of student organization (WICOR).

Engagement And Responding To Learner Needs Root Causes

Formative assessment, active engagement strategies, re-teach and re-assessment strategies and systems.
PLC collaboration.

Additional Root Causes Has Your Team Identified

AVID, PLC are the main focus areas that lead to collaboration.

Areas Of Strength Have You Identified In Your School After Reviewing The Data

Staff collaboration and desire to align work to essential standards. Staff Leadership in these areas by taking on professional development.

Student Populations

Key Takeaways About Student Group Performance on State and District Assessments

Minority students in general are not scoring as high on state tests such as the SBA. Notable exceptions are Asian and multi-racial students. Other notable groups are that our students with a military family were well above our school average in all tests.

Description Of A Typical Student, Representative Of The Student Population

11/7/2022

Strengths Of A Typical Student At The School

They are social students that want to be part of a group where they feel like they belong. They want to be connected to a particular thing that they have in common with others like sports, arts, games, music, etc. They are funny and quick to get upset when they feel like they are not being treated fairly.

Challenges Faced By A Typical Student At The School

Dealing with trauma from family situations like housing and food insecurity. The challenge of being a teen or pre-teen in a social media world. Finding the right group of friends. Making connections to school. Academic endurance is another challenge.

Important Relationships In The Life Of A Typical Student At The School

Friends, family, teachers, support staff, coaches.

Educators

District Vision And Equity Statement In School Culture And Activities

We have embedded this vision into our training and our work with our staff. We have been using the Speak up training program and our Culture of Belonging book.

Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice

Curriculum training, Assessment system training, Grading guidance and training, PLC guidance and training, Classroom routines and procedures development/coaching, Student voice and engagement development/coaching, Embedded support, scaffolding, and differentiation development/coaching

Additional Professional Learning And Support

AVID to continue to build on this with fidelity. Continue to develop school wide formative assessments in PLCs.

Metrics To Monitor Impact Of Professional Learning On Teacher/Staff Practice

We will continue to use the assessment matrix that teachers have created to identify places in the core instruction that are great places to check in on student progress and monitor teacher implementation.

Existing Professional Learning And Support

We have provided time outside of school for our Math, ELA and Social Studies teams to align curriculum and create embedded assessments. We created training for teachers in supporting ML students and delivered that to staff. We have used our PD days, and 4th PLC time to focus on belonging/Equity and AVID strategies.

Metrics Used To Measure The Effect Of Professional Learning And Support Listed Above

We are using the assessment matrix that teachers created and checking in on them periodically to get updates on their progress. We are focusing on instructional exemplars of active engagement, teacher clarity and alignment to standards.

Systems Of Support

MTSS Areas Of Strength

The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system, Teachers understand the school's MTSS system and know how to access supports.

Additional Areas Of Strength

Student focused lessons guided by feedback, PRIDE instruction and lessons, implementation of PRIDE card system and Store

MTSS Areas To Be Strengthened

The ITeam process effectively identifies targeted and intensive supports for students, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system.

Individual(s)/Team Responsible For Identifying Areas Of Strength And Improvement

The school principal (alone), The MTSS Building Implementation Team, The building governance team

Plan For Strengthening Schools Systems Of Support To Meet Student Needs

We will continue to use feedback from surveys and teacher feedback to guide lessons and reviews. Take data from My Saebars and Belonging surveys and look at school-wide trends.

Staff PD on sub-group support, for example EL/ML students, the I-team process, using educlimber to pull information of students.

School And Community Interaction In Creating A Continuum Of Supports For Students

We have created a system that identifies students and families in need of support and are connecting them with outside community organizations. This is mostly shown through the work of our community engagement specialist but also with our counselors and their community connections.

Family And Community Engagement/Partnership Strengths And Opportunities

Our community engagement specialist is an area of strength and she will continue to develop her program to support the community. We are increasing community engagement through re-newing our Watchdogs program, returning to in-person student conferences, focusing on early proactive communication with parents.

Needs Assessment

State Data Sources

State: Washington School Improvement Framework, State: Smarter Balanced Assessment/Interim Assessment Blocks, State: Student Growth Percentiles

District Data Sources

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: Credit Attainment, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey, District: Affirm/Equip (math), District: Study Sync (secondary ELA), District: Amplify Science

Additional Data Sources

Community: Access requests to community resources (food pantry, calls to crisis centers, hospital visits, homelessness, etc.), School & Classroom: Restraint and Isolation Data, School & Classroom: Time Out of Class (non-exclusionary, e.g. visits to nurse, counselor, etc.), School & Classroom: Discipline Data, School & Classroom: Exclusion Data, School & Classroom: Biased-based Incident Data, School & Classroom: Sexual Harassment Data, School & Classroom: Stakeholder Communication

Disproportionality Data Sources

Special Education Eligibility and Qualification, Special Education Placement Data (LRE), Student Plans (504 Etc.), Program Placement (Support or acceleration), Discipline

Outcome of Root Cause Analysis

One of the main pieces here has been a revamping of our restorative practices leading currently to a reduction in suspension and to being able to support all students. The results currently show that we are having a positive affect. Daily average attendance is at 88% up from 83% last year but still not to pre-Covid rate of 91% in 2019-20. Suspensions have dropped from 30 in 2019 to 19 last year to 3 this year, when looking at the months of September and October for each year. This is an overall reduction of 77% in suspensions from the last two comparable years.

SMARTIE Goal 1: Tier 1 Instruction

Math Goal

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Metrics Used To Measure Impact Of Goal 1 Activities

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: Affirm/Equip (math), District: Study Sync (secondary ELA)

Frequency Of Monitoring Goal 1 Activities

<<Activity monitoring for Goal 1 will occur>>

Additional Data Collection To Measure Impact Of Goal 1 Activities

IXL data, with a focus on student growth.

Additional Steps To Monitor Impact Of Goal 1 Activities

Continued progress monitoring with PLCs and collaboration with administration on implementation.

Goal 1 Budget Needs

IXL account and additional collaboration time.

Goal 1 Budget Sources

Contracted Learning Recovery hours and admin match money

SMARTIE Goal 2: Culture of Belonging

From Fall to Spring on the Belonging survey, African American and Native students positive response rate will increase from 61.5% to 71.5%

Metrics Used To Measure Impact Of Goal 2 Activities

District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

Frequency Of Monitoring Goal 2 Activities

Weekly, Monthly

Additional Data Collection To Measure Impact Of Goal 2 Activities

Have students complete our building based Student Survey with additional questions to track our own progress on these goals

Additional Steps To Monitor Impact Of Goal 2 Activities

Have students complete our building based Student Survey with additional questions to track our own progress on these goals

Goal 2 Budget Needs

NA

Goal 2 Budget Sources

NA

SMARTIE Goal 3: Targeted Student Support

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Metrics Used To Measure Impact Of Goal 3 Activities

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: Affirm/Equip (math)

Frequency Of Monitoring Goal 3 Activities

Weekly, Monthly

Additional Data Collection To Measure Impact Of Goal 3 Activities

Additional data that we would use to measure the impact on our support class would be other formative ways to assess... observations, anecdotes, PRIDE behaviors, Avid binders, reflections, and engagement during instruction or participation during peer shares. We will also use observational data that we use to guide instruction through students as they self assess.

Additional Steps To Monitor Impact Of Goal 3 Activities

Additional steps that we would take to measure the impact on our support classes are, incorporating other practices and strategies that fit their needs. For example, using instructional strategies like Number Talks or Favorite kNOW, that elicit mathematical practices to support gaps in their fluency skills. We will also look at the seating arrangements of our support students in core classes to provide best opportunities. Another practice we will do is provide vocabulary and sentence structures to assist in explaining their thinking, either in writing or in peer shares.

Goal 3 Budget Needs

IXL

Goal 3 Budget Sources

X