

Toppenish Middle School

104 Goldendale Avenue

Toppenish, WA 98948

509.865.2730

Fax 509.865.7503

School Improvement Plan/Title I Plan



The mission of Toppenish Middle School is to create a positive learning community by teaching students to read, think critically, solve problems, communicate, and collaborate. In partnership with families and communities, we guide students to become active, responsible participants in our culturally diverse society.

Provided by School Improvement Assistance
Office of Superintendent of Public Instruction

| | | | |
|------------------------------|------------------------------|------------|-----------------|
| School District Name: | Toppenish School District | | |
| Address: | 306 Bolin Drive | | |
| | Toppenish, WA 98948 | | |
| Title I Coordinator | Patty Diaz | | |
| Phone: | (509) 865.8283 | FAX | (509) 865.8098 |
| | | : | |
| E-Mail Address: | pdiaz@toppenish.wednet.edu | | |
| Superintendent: | John Cerna | | |
| Phone: | (509) 865.4455 | FAX | (509) 865.2067 |
| | | : | |
| E-Mail Address: | jcerna@toppenish.wednet.edu | | |
| Building Name: | Toppenish Middle School | | |
| Address: | 104 Goldendale Avenue | | |
| | Toppenish, WA 98948 | | |
| Building Principal: | Dawn Weddle | | |
| Phone: | (509) 865.2730 | FAX | (509) 865.7503 |
| | | : | |
| E-Mail Address: | dweddle@toppenish.wednet.edu | | |
| School Enrollment: | <u>750</u> | | |
| Grade Levels: | <u>6-8</u> | | |
| Free/Reduced Lunch % | <u>98%</u> | | |



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 or 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.
- 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.
- Readiness is a primary factor and can have a major impact on staff cohesiveness, trust levels and perhaps most important, student growth.

Nine Characteristics of High-Performing Schools

Nine Characteristics of High-Performing Schools are research-based components of school improvement:

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement



Description of School Community and Team Members

Overview of Toppenish Middle School

Description of School, Community, and Team Members

Toppenish is a small farming community east of the Cascade Mountains located on the Yakama Indian Reservation. Toppenish is in the heart of Yakima County, which produces a variety of fruits, vegetables and hops. As a result, the school district enjoys a richly diverse cultural population of 3,692 students, 78.8% Hispanic, 14.3% Yakama Native American, and approximately 6.8% Anglo. Toppenish Middle School is made up of 84.1% Hispanic students, 12.1% Native American students (Yakama), 3.3% Anglo students, .03% Asian students, and .01% African-American students. 98% of Toppenish Middle School students' qualify for free and reduced lunch.

There are conditions at Toppenish Middle School that are not reflected in our poverty index rating that should be considered. The poverty level of our community is high. 63% of the people live below the Yakima County Median income of \$39,746.00. This information is according to the 2000 Census. The number of families in our school that have computers is less than 5% (as determined by ITBS survey). Many of the families that arrive in the area come from Mexico, Texas, or California. Our students' parents have little formal education and many have limited English as well. The 2000 Census reports the following percentage of languages spoken at home in Toppenish is as follows: language other than English 64.1%, speaks Spanish at home 65.7%, speaks English less than "very well" 34%. Because of the agricultural base, many of our students travel to California, Mexico and Texas in the winter months. This causes a significant interruption to learning. This, along with other economic factors, has contributed to a high mobility rate for the school. The certified teaching staff (34) at Toppenish Middle School had an average of 8.9 years of teaching experience with 41.2% of them holding a Master's degree. 90.4% of the classes are taught by teachers meeting the federal government's "No Child Left Behind" Act.

Leadership/Planning Team Members

Amy Milne Eighth Grade Teacher

Daniel Beard Eighth Grade Teacher

Kai Christianson Seventh Grade Teacher

Ruben Saldivar 8th Grade Teacher

Katie Haynes Seventh Grade Teacher

Pat Thomas Eighth Grade Teacher

Linda Collins Sixth Grade Teacher

Sara Frederiksen 7th Grade Teacher

Ernestina Madrigal Sped Teacher

David Stiner Exploratory Teacher

Cyd Bacon Counselor

Eron Maltos Counselor

Norma Polina Paraprofessional

Tere Hernandez Parent

Dawn Weddle Principal

The Toppenish Middle School staff was well represented in the development of the School Improvement/Title I Plan. The following is a list of all certified and paraprofessional staff that were involved in the plan:

Cydney Bacon, Daniel Beard, Abbigail Blakney, Kristen Bucknell, Kim Burnell, Joanne Burns, Kai Christianson, Linda Collins, Larry Davison, Debbie Dougherty, Gary Fox, Sara Frederiksen, Rebeca Godina, Leila Gregory, Kevin Guidry, Chris Halfmoon, Katie Haynes, Julie Hernandez, Theresa Hernandez, Jennifer Hines, Jaclyn Mack, Ernestina Madrigal, Eron Maltos, Oscar Martinez, Tony Martinez, Scott McLaughlin, Amy Milne, Kay Morano, Sarah Mukasa, Dan O'hara, Meliza Ozuna, Norma Polina, Rachelle Rogers, Bulmaro Ruiz, Carie Ruiz, Jamie Rumsey, Ruben Saldivar, Kristin Sargent, Dale Scoles, Judy Seibert, David Stiner, Pat Thomas, Dawn Weddle,

Each year the study teams will change to add new staff members. For the 2010-2011 school year Toppenish Middle School will have several study teams. They will be as follows:

- Math Team facilitated by MELT Team (Sara Frederiksen, Linda Collins, and Pat Thomas)
- Reading Team facilitated by RLT Team (Theresa Hernandez, Katie Haynes, and Ruben Saldivar)
- Technology Team facilitated by Judy Siebert
- Writing Team Facilitated WLT (Kai Christianson, Julie Hernandez, and Daniel Beard)
- Community/Family Friendly School Team Facilitated by Sara Mukasa and Rachelle Rogers

Each facilitator is a member of the School Improvement/Title I Team that meets twice a month. A representative from each grade level professional learning community is in attendance as well.

District staff has also been involved in the School Improvement Planning process at Toppenish Middle School. District Superintendent, John Cerna, and Assistant Superintendent, Jeanette Ozuna and Patty Schmella, have attended SIP meetings, and the Toppenish Middle School data carousel and/or some of the building study group meetings. Parents have also reviewed and provided input into our plan.



School Portfolio

Purpose of Plan

The Toppenish Middle School (TMS) School Improvement/Title I Plan is designed to meet the social, emotional and academic needs of our learning community. Through the opportunity to become involved in the School Improvement Process, Toppenish Middle School has researched current best practices and has developed goals to increase the academic achievement of all students.

The School Improvement Title I Planning Process is designed to help facilitate systemic change in the entire educational program of Toppenish Middle School, a high poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The TMS staff has confidently taken the first step toward school improvement by creating a student centered plan. Staff also recognizes the need to continue with ongoing initiatives, such as but not limited to 21st Century. It's understood that the implementation of this plan will require second order change and is a continuing process. The need of increased parent/community involvement is also a fundamental component of the success of meeting the goals contained within the School Improvement Plan.

Shared Vision and Guiding Principles of Toppenish Middle School

Mission/Vision

The mission of Toppenish Middle School is to create a positive learning community by teaching students to read, think critically, solve problems, communicate, and collaborate. In partnership with families and communities, we guide students to become active, responsible participants in our culturally diverse society.

- 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 craft of teaching in order to meet the needs of every student.
- Toppenish Middle School students will be assessed according to the state assessment system. The MSP tests will be reviewed carefully each year to assess program strengths and weaknesses. The MSP test will be given to all students in grades six through eight in the spring of each year. As data is collected on the MSP, it will be reviewed to identify trends in student progress.
- The reading teachers will track individual students and disaggregate strand data by skill in order to show grade level growth.
- A state-mandated WLPT test will be given to all targeted students in the bilingual program at Toppenish Middle School. These assessments will be used to measure student academic growth and for program evaluation purposes.
- Results of all assessment will continue to be available to staff to determine whether changes in strategies are needed to promote appropriate rates of progress.

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

The following data depicts the demographics of the Toppenish community:

- 56% of parents have not graduated from high school; 38% have less than a ninth grade education
- Agricultural based economy with predominantly low paying jobs; average income in Toppenish is \$25,000 per year
- 64% of our homes speak a language other than English
- 13% mobility rate
- 70% of our parents are immigrants
- 48% of families in our district are single parent households

There are conditions at Toppenish Middle School that are not reflected in our poverty index rating that should be considered. Four elementary schools feed into Toppenish Middle School, one being a dual-language facility. The school is information rich, requiring extensive gathering of data from feeder schools entering sixth grade, as well as, gathering data to set cut scores for eighth grade students who leave to enter the high school in the ninth grade.

The poverty level of our community is high. 63% of the people live below the Yakima County Median income of \$39,746.00. This information is according to the 2000 Census. The number of families in our school that have computers is less than 5%. Many of the families that arrive in the area come from Mexico, Texas, or California. Our students' parents have little formal education and many have limited English as well. The 2000 Census reports the following percentage of languages spoken at home in Toppenish is as follows: language other than English 64.1%, speaks Spanish at home 65.7%, speaks English less than "very well" 34%. Because of the agricultural base, many of our students travel to California, Mexico and Texas in the winter months. This causes a significant interruption to learning. This, along with other economic factors, has contributed to a high mobility rate for the school.

A data carousel is held at the beginning of each school year as part of the Comprehensive Needs Assessment. Data can be found in the building data binder and in the Center for Educational Effectiveness (CEE) binders. This data includes all WASL data for grades 6, 7, and 8, WLPT data, MAPS data, attendance data, grades and GPA data, and perceptual data and survey results. The building principals, coaches, and counselors lead the data carousel with assistance and guidance from the District. All staff are involved in the process. Strengths and weaknesses are identified and building goals are developed from these identified areas.

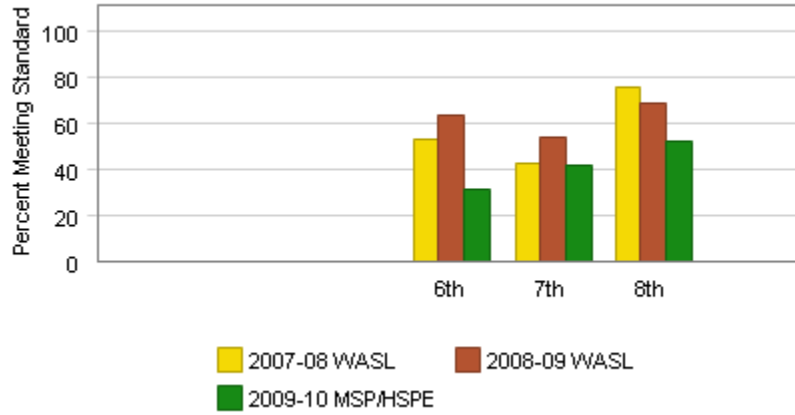
Student Demographics

| | | | |
|--------------------------------|-------|----------------------------------|-------|
| Enrollment | 750 | White | 3.3% |
| Male | 46.6% | Free or Reduced-Price Meals | 98% |
| Female | 53.4% | Special Education | 11.5% |
| American Indian/Alaskan Native | 12.1% | Transitional Bilingual | 29.2% |
| Asian | 0.3% | Migrant | 21.% |
| Black | 0.1% | Unexcused Absence Rate (2006-07) | 0.2% |
| Hispanic | 84.1% | | |

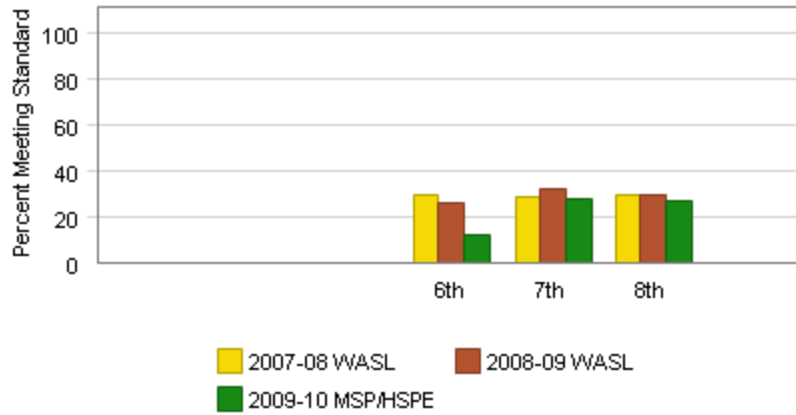
2009-2010 MSP Results

| Grade Level | Reading | Math | Writing | Science |
|---------------------------|---------|-------|---------|---------|
| 6th Grade | 31.0% | 11.9% | | |
| 7th Grade | 42.0% | 27.5% | 63.1% | |
| 8th Grade | 51.9% | 27.0% | | 23.1% |

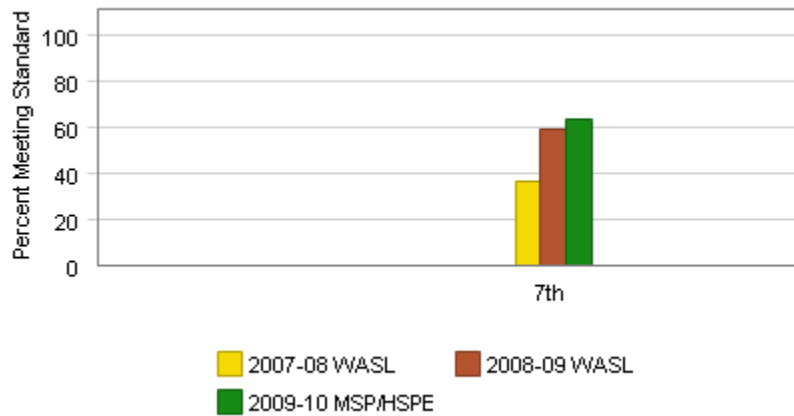
Reading



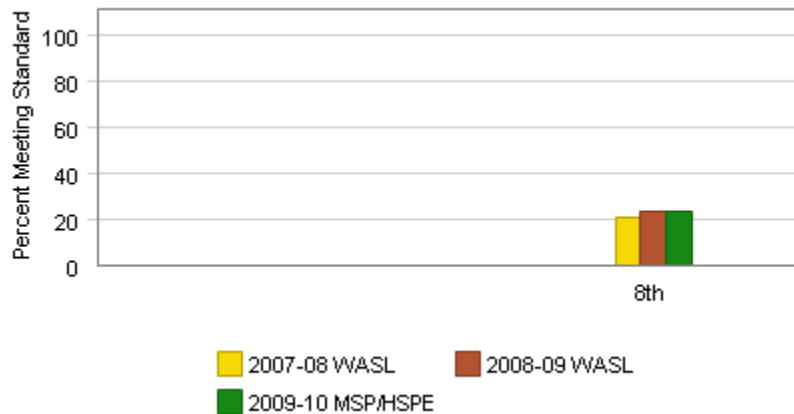
Math



Writing



Science



Assessing Strengths and Areas of Concern Using the Data Carousel

Summary of Toppenish Middle School's Strengths

Toppenish Middle School not only identified weaknesses in the Data Carousel activity but also found strengths:

- TMS is one of the highest poverty middle schools in the state, but performs slightly better than many other similar schools
- Perception data indicates that students and parents identified they are committed to spend the time for excellence
- Over a three year period there has been a significantly large gain in reading improvement
- The number of transitional Bilingual Students has decreased significantly – we were at 56% and in 2009 we are at 27.1%
- Over a three year period, approximately 43% of the students are meeting standard for reading/math, which is about a 2% increase
- 60 minute classes with PLC time built in weekly (common planning time)
- Belief that all students can meet the state reading standards
- The number of serious discipline offenses has decreased over the past three years

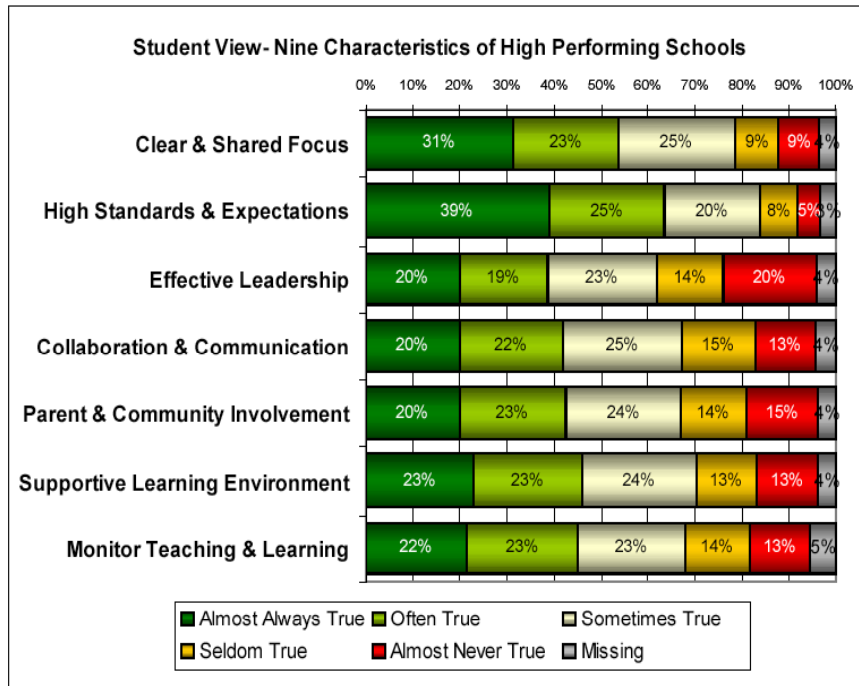
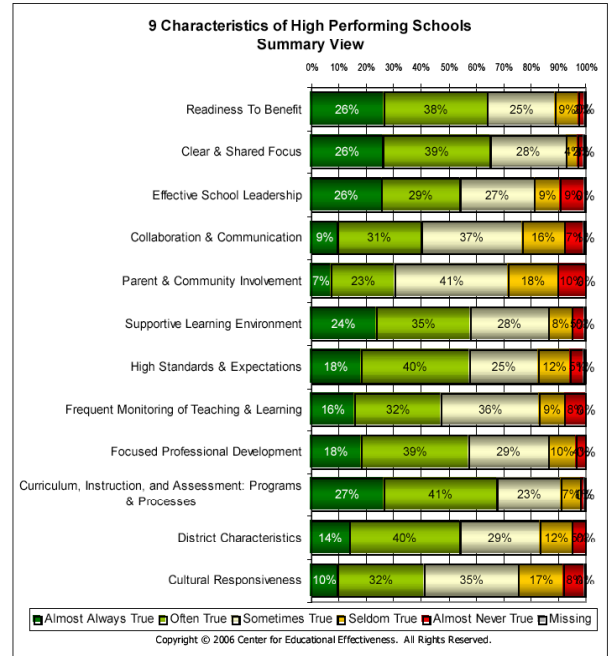
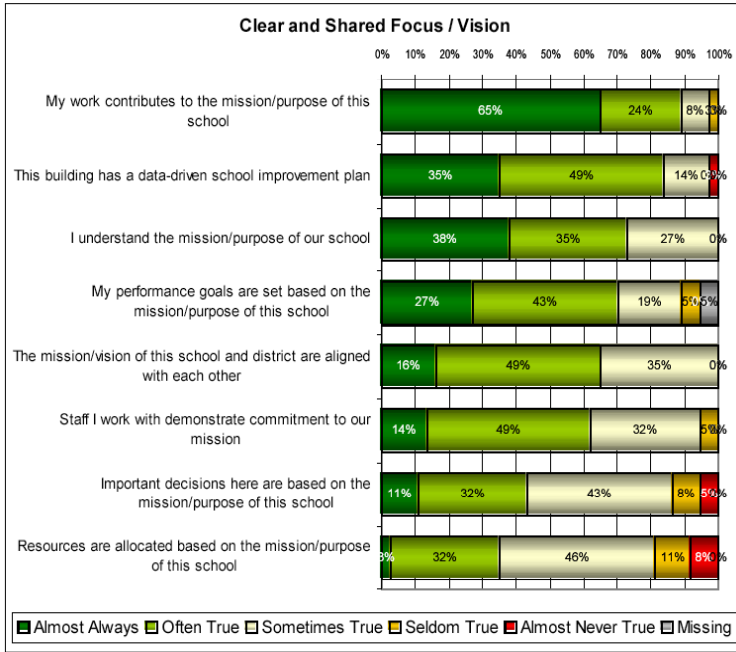
- Believe that all students can meet the state math standard
- Parent belief that teachers have high expectations for student learning at this school
- Writing MSP scores have increased
- Science MSP scores increasing yearly

Summary of Toppenish Middle School's Concerns

The top ranked concern of Toppenish Middle School was the slow growth in mathematics for 6th through 8th grade students. Furthermore, all reading and math scores were far below collective expectations and obviously require a stronger emphasis. A larger concern is meeting the needs of our second-language learners as ESL/ELL. Staff recognize that the ESL/ELL cell on the as measured by annual yearly progress has never been achieved. More involvement of parents and the community in the middle school is also a concern.

Perception Data

The following data was taken from the spring 06-07 perceptual survey conducted by the Center of Educational Effectiveness. Teacher, parent and student data is included. Summary details can be obtained by viewing the survey in its entirety from the Toppenish Middle School office.



Improvement Goals

Schoolwide Reform Strategies

Toppenish Middle School has established four goals for our Title 1 School Improvement Plan based on the review of the data and the comprehensive needs assessment. Based on the prioritized areas of concern, stakeholders developed the following improvement goals (see SMART Goals in School Improvement Planning Process Guide), which are as follows:

1. By June 2011 Toppenish Middle School will show a 10% increase toward meeting targeted performance in reading, as measured by the MSP, when compared to the 2009-2010 MSP results.
2. By June 2011, Toppenish Middle School will show a 10% increase toward meeting the targeted performance in writing, as measured by the MSP, when compared to the 2009-2010 MSP results.
3. By June 2011, Toppenish Middle School will show a 10% overall increase (6th, 7th, and 8th grade) toward meeting the targeted performance in MATH, as measured by the MSP, when compared to the 2009-2010 results.
4. Toppenish Middle School will increase parent (and family/community) attendance at school-wide events by 10% and increase individual contacts with parents by 20%. (School-wide: Conferences, Parent Nights, Community Events, Survey Returns. Individual Contacts: Staffings, Phone Contacts, Grade Patrol returns, Attendance Issues, Home Visits) by June 2011.

(See the attached ACTION PLANS that address the reform strategies and activities for each goal)



Study Process

Study Teams

Members of study teams were directed by a member from the School Improvement Team with expertise in the particular area. After reviewing the job description and stated goals, staff members were given the opportunity to volunteer for the study team that most interested them or where they had the highest level of knowledge and skill.

The reading study group members are as follows: Joanne Burns, Katie Haynes, Theresa Hernandez, Jennifer Hines, Ernestina madrigal, Kay Morano, Carie Ruiz, Ruben Saldivar, Kristin Sargent

The writing study group members are as follows: Daniel Beard, Abbigail Blakney, Kim Burnell, Kai Christianson, Chris Halfmoon, Julie Hernandez

The Math Study Team Members are as follows: Linda Collins, Sara Frederiksen, Rebeca Godina, Jaclyn Mack, Gary Fox, Meliza Ozuna, Bulmaro Ruiz, Pat Thomas, David Stiner

The Science Study Team Members are as follows: Kristen Bucknell, Debbie Dougherty, Tony Martinez, Scott McLaughlin, Amy Milne, Dale Scoles

The Family Friendly School Study Team Members areas follows: Cydney Bacon, Larry Davison, Kevin Guidry, Eron Maltos, Oscar Martinez, Sarah Mukasa, Dan Ohara, Norma Polina, Rachelle Rogers, Judy Seibert, Norberta Scabbyrobe

*Denotes members of School Improvement Team

**At times during the year the study teams may change to add new staff members. For the 2010-2011 school year Toppenish Middle School will have several study teams, they will be as follows:

- Math Action Team
- Reading Action Team
- Science Action Team
- Technology Action Team
- Writing Action Team
- Family Friendly School Team

Study Team Recommendations

Each study team developed an action plan that was shared with the entire staff. These action plans are revisited periodically by the staff during school improvement early release days. All members of the school community have an opportunity to make recommendations for revisions on the plan. The school improvement plan is posted on our website for parent and community review, as well as being shared at our parent advisory meetings.

Instructional Program Description

Mathematics instruction at Toppenish Middle School centers on an inquiry approach. Students work in small groups to solve math problems closely aligned with the state grade level expectations. Connected Mathematics 2 is the teaching material used by grade levels sixth through eighth. Supplemental materials are gathered from Groundworks, Building Math Ideas, and WASL/MSP released items from the OSPI website. Intervention materials are being used from Math Navigator.

Common lesson plans occur at all grade levels, and professional learning communities have completed common assessments for all units. The professional learning communities are at the stage of analyzing student work samples and adjusting instruction. Entry tasks that reinforce basic skills and needed math foundations are designed and used by each mathematics teacher at Toppenish Middle School. Student math journals and First Step Diagnostics are also part of the informal assessment process.

Reading instruction at Toppenish Middle school includes use of state recommended screening, intervention, and core programs. Screening devices are used to provide accurate placement and program recommendations for each student. Students at or above state reading standard receive instruction in Open Court (6th grade) and Elements of Literature (7th and 8th grade). Progress monitoring records are maintained for all struggling readers and 60-minute instructional blocks are provided for all students. Common assessments and rubrics have been written for lessons in all units and professional learning communities analyze data and student samples from each assessment to plan and adjust instruction. Through the School Improvement Action Plan for Reading, the reading team identified the need to provide opportunities for teachers to review student work and assessments and plan for instruction together during PLC work.

TOPPENISH MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

Goal #1 (Page 1 of 3): By June 2011 Toppenish Middle School will show a 10% increase toward meeting targeted performance in reading, as measured by the MSP, when compared to the 2009-2010 MSP results.

| <u>STRATEGIES</u> | <u>ACTIVITIES</u> | <u>PROFESSIONAL DEVELOPMENT</u> | <u>TIMELINE</u> | <u>PERSON(S) RESPONSIBLE</u> | <u>RESOURCES NEEDED</u> | <u>EVIDENCE OF IMPLEMENTATION & IMPROVEMENT</u> |
|--|---|--|-----------------|---|--|--|
| 1. Use data carousels to analyze state, grade level, and individual student strand and skill data along with student work samples to adjust and improve instruction. | * PLC's will review state data and set grade level goals. | * Continue data analysis time during learning improvement days. | * Yearly | * Tech Director, Principal, RLT | * ½ of learning improvement day | 1. PLC Minutes documenting yearly and bi-weekly data assessment and instructional adjustments 2. Teacher Data Binders document individual student and whole class strand and skill improvement 3. RLT documenting grade level, whole class, and student strand and skill improvement 4. Student Portfolios documenting individual student goals and improvement in student work samples for the 2009-2010 school year |
| | *PLC's will meet weekly to analyze skill and strand data, student work samples, and adjust and improve instruction. | *Training in Excel Spread through school technology director and reading coach. | * Weekly | *Administration, Tech Director | *Weekly PLC meetings, one early release day for EXCEL training | |
| | *PLC minutes documenting data assessment and readjustment will be turned into administration. | *Training in reading and reviewing data, examining student work samples and creating uniform data binders. | *Weekly | *Reading PLC's, administration | *One full early release day and subsequent time as dictated by PLC needs | |
| | *Administration, counselors, and School Psychologist will review and assess improvement to screen for RTI needs weekly. | *RTI training | *Yearly | *Administration, counselors, School Psych, Federal Programs Director, ESD 105 | *One full early release day and subsequent time as dictated by PLC needs | |

**TMS SIP 2010 – 2011
GOAL #1 (Page 2 of 3)**




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| <p>2. Use common benchmarks, weekly and/or bi-weekly assessments, and homework to measure progress and determine next steps to close skill and strand achievement gaps.</p> | <ul style="list-style-type: none"> * PLC's will use benchmark assessments and rubrics. * PLCs will create and update common bi- weekly assessments and create rubrics through range finding. * PLCs will use homework assessments and rubrics * PLCs will score benchmarks and bi-weekly assessments. * Teachers will train and guide students through the scoring process using rubrics on benchmarks, bi-weekly, and homework assessments. *DDM completed with students' needs identified | <ul style="list-style-type: none"> * Continued in house training in item writing and range finding. *DDM training | <ul style="list-style-type: none"> *Ongoing throughout the end of the year. | <ul style="list-style-type: none"> * PLCs * RLT * Administration | <ul style="list-style-type: none"> *One hour per month during early release time to work on assessments *Training as needed | <ul style="list-style-type: none"> 1. Team Assessment Binders documenting the collection of all common assessments. (benchmark, weekly, and homework) 2. Teacher Data Binders/spreadsheets documenting individual student and whole class strand and skill improvement. |
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TOPPENISH MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

5. **GOAL #2 (Page 1 of 4):** By June 2011, Toppenish Middle School will show a 10% increase toward meeting the targeted performance in writing, as measured by the MSP, when compared to the 2009-2010 MSP results.

| <u>STRATEGIES</u> | <u>ACTIVITIES</u> | <u>PROFESSIONAL DEVELOPMENT</u> | <u>TIMELINE</u> | <u>PERSON(S) RESPONSIBLE</u> | <u>RESOURCES NEEDED</u> | <u>EVIDENCE OF IMPLEMENTATION & IMPROVEMENT</u> |
|---|---|---|--|--|---|---|
| 1. Data carousels are used to analyze data and artifacts. | <ul style="list-style-type: none"> * Track each student's progress toward proficiency in all content areas. * Plan instruction for each student based on student data * Check standards, curriculum, instruction, and assessment for alignment. * Use WASL conventions rubric for writing assessment across the content areas | <ul style="list-style-type: none"> * Training to develop formative assessments. * Training to develop, implement, utilize and analyze student progress. *GLE training *Training by RLT of conventions rubric to all staff | <ul style="list-style-type: none"> * Quarterly *Weekly at PLC meetings *Yearly *Yearly | <ul style="list-style-type: none"> * Writing Team * RLT * Learning Improvement Team * Counseling Team * Teachers * Students * Data Entry Clerk <p style="text-align: center;">↓</p> | <ul style="list-style-type: none"> * Data from assessments throughout the academic year. * Student artifacts. School data (attendance, behavior, etc.) , benchmark data * Common tracking system for individual student progress. * Writing rubrics applied to student work in all content areas. | <ul style="list-style-type: none"> 1. Teachers track each student's learning and share their progress with them regularly 2. PLC's analyze data and student work to plan instruction and identify learning needs. 3. Use at least three formative assessments to drive and adjust instruction. 4. Students take ownership by documenting their own learning. 5. Students are held accountable for conventions on writing in all content areas. |

**TMS SIP
GOAL #2 (Page 2 of 4)**

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| <p>2. Every classroom uses an inquiry/discovery approach to teaching and learning using a curriculum in core subjects that delineates content, rigor, relevance, and skills based on state GLE's.</p> | <ul style="list-style-type: none"> * Continual alignment and adjustment of curriculum with state targets and GLE's in writing. * Analyze writing lessons and unit design * Analyze writing instruction * Use data for differentiated classroom instruction in writing *ELL strategies for writing | <ul style="list-style-type: none"> *GLE training * Training in "Step-Up to Writing" *GLE training *Data training * In-house SIOP training (ELL) | <p>* Ongoing</p>  | <ul style="list-style-type: none"> * Principals * Writing Teachers * RLT * Curriculum Director * PLC's  | <ul style="list-style-type: none"> * Intentional planning such as Early Release, in-Service days, before and after school * Use of OSPI writing modules to enhance student writing. *Step Up To Writing Training  | <ol style="list-style-type: none"> 1. Each teacher can explain what students are learning and how his/her instruction helps each student meet/exceed standards. 2. All teachers and students are engaged in a high level of content rigor/discourse. (Bloom's Higher Level Thinking Skills) 3. PLC's meet regularly to plan and discuss instructional practice (minutes from meetings). 4. Principals spend time in classrooms every day observing/discussing learning with teachers and students. 5. Teachers lead student work sessions, grade level meetings, and data discussions. |
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**TMS SIP 2010 – 2011
GOAL #2 (Page 3 of 4)**

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|---|---|---|--|--|---|--|
| <p>3. All staff is accountable for every student meeting/exceeding the standards and closing the teaching and learning gap in writing.</p> | <ul style="list-style-type: none"> * PLC's analyze student artifacts to identify strengths and deficiencies in curriculum, instruction, skills, and assessment. * Standardized and common formative assessments are used to monitor student progress through benchmark data. * Strategic interventions for students until they meet standards * Data is regularly reviewed to monitor movement towards closing the learning gap and/or meeting and exceeding standards. | <ul style="list-style-type: none"> * Training in specific strategic interventions in 6-Trait writing process and step-up to writing. * Writing scoring training * RTI training * Data analysis training | <ul style="list-style-type: none"> * Weekly | <ul style="list-style-type: none"> * Principals * RLT * Writing Teachers * Learning Improvement Team * PLC's * Students * Counseling Team <p align="center">↓</p> | <ul style="list-style-type: none"> * Common, aligned assessments. * Student artifacts. * Released WASL items * Workshop materials * Curriculum Map * Writing Teachers <p align="center">↓</p> | <ol style="list-style-type: none"> 1. Principal is spending time in classrooms every day observing and discussing learning with teachers and students. 2. Principal and teachers are discussing instructional problems/solutions in PLC's and informal settings. 3. Students know what they have to do to achieve their learning targets. 4. Teachers spend time with students individually. 5. Extended learning opportunities are accessible to all students. |
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**TMS SIP 2010 – 2011
GOAL #2 (Page 4 of 4)**

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|--|---|--|--|---|---|--|
| <p>4. Develop positive relationships with students, faculty, and families that support a structured professional learning community for engaging and motivating student learning.</p> | <ul style="list-style-type: none"> * Students will share information with parents at Student Led Conferences. * Staff will contact parents to share classroom information, successes, and concerns. | <ul style="list-style-type: none"> *Team building * Student-led conferencing | <ul style="list-style-type: none"> *Ongoing | <ul style="list-style-type: none"> * PLC's * Counselors * Administration * Home Liaison * Support Staff * Students * Parents | <ul style="list-style-type: none"> * PAWS portfolio containing benchmark data and exemplary student work, as well as testing, behavior, and attendance data. * Writing classroom portfolios * Use of SIOP/Peer coaching protocol | <ol style="list-style-type: none"> 1. Students can explain what they are learning, and why and how it connects to previous learning. 2. All students use and share their writing portfolios. 3. Documentation of parent contact . |
|--|---|--|--|---|---|--|

TOPPENISH MIDDLE SCHOOL
~2010 SCHOOL IMPROVEMENT PLAN 2011~

6. **Goal #3 (Page 1 of 3):** By June 2011, Toppenish Middle School will show a 10% overall increase (6th, 7th, and 8th grade) toward meeting the targeted performance in MATH, as measured by the MSP, when compared to the 2009-2010 results.

| <u>STRATEGIES</u> | <u>ACTIVITIES</u> | <u>PROFESSIONAL DEVELOPMENT</u> | <u>TIMELINE</u> | <u>PERSON(S) RESPONSIBLE</u> | <u>RESOURCES NEEDED</u> | <u>EVIDENCE OF IMPLEMENTATION & IMPROVEMENT</u> |
|---|---|--|---|---|---|--|
| 1. Professional Learning Communities | <ul style="list-style-type: none"> * Examine student data * Adjusting instruction * Continually plan and review common lessons/assessments * Use rubrics to assess plc productivity * Analyze student work * Align grading practices * Design an intervention program * Share best practices * pilot classroom interventions | <ul style="list-style-type: none"> * PLC refinement * 1st Steps * Vocabulary Instruction * Academic Language Acquisition Training @ESD * Content Training (ALEKS online, summer institute) * Facilitator Training with ESD Math 360 * SAMS Grant | <ul style="list-style-type: none"> * Ongoing All year, two times per week for PLC | <ul style="list-style-type: none"> Administrators Math Coach Classroom Teachers ESD Staff | <ul style="list-style-type: none"> Time for PLC (Common Plan Time) | <ul style="list-style-type: none"> 1) Implementation of common lesson plans and assessments (pre/post tests) 2) Implementation of common grading practices 3) Targeted classroom instruction 4) Increased MAP scores |

**TMS SIP 2010 – 2011
GOAL #3 (Page 2 of 3)**

| STRATEGIES | ACTIVITIES | PROFESSIONAL DEVELOPMENT | TIMELINE | PERSON(S) RESPONSIBLE | RESOURCES NEEDED | EVIDENCE OF IMPLEMENTATION & IMPROVEMENT |
|--|---|---|-------------------|---|---|---|
| <p>2. Utilize Research Based Instructional Practices in all math classrooms</p> | <ul style="list-style-type: none"> *Two-column and Cornell notes *Vocabulary *Journals *Cooperative groups *Target strategic learners *Student Discourse *ELL Strategies *Identifying similarities and differences *Learning Targets with feedback *Questioning *Advanced organizers/Thinking Maps *Non linguistic representations and multiple representations First Steps CMP 2 | <p>Building level PD for Marzano’s Instructional Strategies</p> <p>District level PD for Marzano’s Instructional Strategies</p> | <p>* On-going</p> | <p>LIT Team</p> <p>Marzano’s Instructional Strategies Team</p> <p>Administrators</p> <p>Coaches</p> <p>Teachers</p> | <p>Time for training</p> <p>Marzano Books</p> | <p>Research based instructional practices utilized in all classrooms</p> <p>Data on implementation of research based instructional practices used to plan next steps in PLC’s.</p> <p>PLC’s set goals in regards to the implementation of research based instructional strategies.</p> <p>Research based instructional strategies are refined in order to increase student achievement as evidenced by MAP and MSP.</p> |

| | | | | | | |
|--|---|---|-------------------------|---|-------------------------------|---|
| <p>3. Data will be used to adjust instruction and design interventions.</p> | <ul style="list-style-type: none"> - pre/post unit assessment data is used to monitor effectiveness of core program and plan interventions. -heterogenous groups will make up a majority of core instructional time. -WASL/MSP data will be used to identify benchmark, strategic, and intensive learners at start of school in order to plan instructional activities. -MAP data will be used for progress monitoring to check for adequate student progress. -Frequent formative assessments will be used to adjust instruction in a responsive, timely manner. -When students are shown not to be progressing , interventions will be implemented. | <ul style="list-style-type: none"> -RTI training -1st Steps Training -SAMS Grant Training -Data training | <p>Ongoing all year</p> | <p>Math Coach MELT Teacher Leaders Teachers</p> | <p>Intervention materials</p> | <ul style="list-style-type: none"> -Data will be used in PLC's to monitor and adjust instruction. -All instructional decisions will be based on research or data. -Teachers will have an awareness of all types of data for their classrooms and students. This awareness will shape their instructional decision-making on a daily basis. -The effectiveness of the core program will be monitored based on data. -Student learning, as measured by MAP and MSP will increase as a result of the frequent use of assessment data. |
|--|---|---|-------------------------|---|-------------------------------|---|

TOPPENISH MIDDLE SCHOOL
~2010 SCHOOL IMPROVEMENT PLAN 2011~

7. **GOAL #4 (Page 1 of 2):** Toppenish Middle School will increase parent (and family/community) attendance at school-wide events by 10% and increase individual contacts with parents by 20%. (School-wide: Conferences, Parent Nights, Community Events, Survey Returns. Individual Contacts: Staffings, Phone Contacts, Grade Patrol returns, Attendance Issues, Home Visits) by June 2011.

| <u>STRATEGIES</u> | <u>ACTIVITIES</u> | <u>PROFESSIONAL DEVELOPMENT</u> | <u>TIMELINE</u> | <u>PERSON(S) RESPONSIBLE</u> | <u>RESOURCES NEEDED</u> | <u>EVIDENCE OF IMPLEMENTATION & IMPROVEMENT</u> |
|---|---|--|------------------------------------|--|--|---|
| 1. Increase communication & involvement at family events and activities for the general school population (identify baseline from current data). | *Student-Led Conferences *Parent Nights and Community Events * Increase Staffings w/ Students, Parents and Teachers (conferences on demand) * Gear-Up Activities - Math/Science/Career events * 5 th & 6 th Pre-Registration * Grade level transition Program * PAWS Curriculum * Parent Events-PTO, Parent Academy, Award Assemblies, Springfest * Survey Returns * TMS Technology * Mailings * Grade Patrol * School Newspaper * School Newsletter | * None * New Teacher Orientation * Parent Info Sessions Training in Adolescent Dev. * Communication Soft Skills / Parent Engagement Strategies * Web-master— Communication and Engagement Workshops | * On-going and 2x yearly (or more) | * All Staff * Admin., Coaches, Mentor, and Teachers * Admin., Coaches, and Teachers * Counselors and Administration * Web-master— tech. director | * Time (ER to look @ data) * Liaisons Translators * Liaisons Translators * Programs Ideas * Documentation * Time, and funding | 1. Collect data and comprehensive view of current status. 2. Record of attendance Activity Sheets Sign-ups Minutes 3. EES Survey 4. Increased Events and Documentation of Attendance Parent Evaluations 5. Return/Response Rates and Parent Evaluations |

**TMS SIP 2010 – 2011
GOAL #4 (Page 2 of 2)**

| <u>STRATEGIES</u> | <u>ACTIVITIES</u> | <u>PROFESSIONAL DEVELOPMENT</u> | <u>TIMELINE</u> | <u>PERSON(S) RESPONSIBLE</u> | <u>RESOURCES NEEDED</u> | <u>EVIDENCE OF IMPLEMENTATION & IMPROVEMENT</u> |
|--|---|--|--|---|---|---|
| 2. INDIVIDUAL Staff will communicate with parents/families using: | <ul style="list-style-type: none"> * Staffings * Attendance Issues * Home Visits * Individual phone calls and face-to-face contact * E-mail/mailings * Student-Led Conferences * Conferences on Demand * Grade Patrol | <ul style="list-style-type: none"> * All Staff Orientation during Early Release prior to conferences * Communication / Engagement Training by District Personnel (Dr. Constantino?) * Review of BECCA Bill & School Policies / Protocols * Cultural Awareness Communication / Engagement Workshops | <ul style="list-style-type: none"> * On-going * As needed * On-going * As needed | <ul style="list-style-type: none"> * Admin/Coaches Mentors/Teachers * All Staff / Parents / Students / Liaisons District Rep. * Attendance Clerk All Staff * Admin/ Teachers / Liaison / Psych / Counselors | <ul style="list-style-type: none"> * Liaison & Translators * Translation Participation Time Documentation * Protocol * Documentation Protocol | <ul style="list-style-type: none"> 1. Liaison/Office and Teacher Phone and Contact Logs 2. Home Visit Records Documentation of Conf. Attendance |

Initial Study Group Report Forms

Study Group Report Form - Reading

Study Group Members: The reading study group members are as follows: Brenda Marler, Kai Christianson, Katie Haynes, Krystal Brune, Bulmaro Ruiz, Joanne Burns, Teresa Hernandez, Kim Burnell, Jennifer Hines, Daniel Beard, Ruben Saldivar, Julie Hernandez

Date: September 12, 2008

Goal: By June 2008 Toppenish Middle School will show a 7% increase toward meeting targeted performance in all six reading strands as measured by the 2007-2008 WASL, when compared to 2006-2007 results. By June 2008 Toppenish Middle School will show an increase in targeted performance as determined by OSPI.

Topic: (i.e. poverty, instruction, grouping, ELL, information test, cultural competency)
Instruction: Changing Scope and Sequenced

Learning: (What we learned)

Analysis of state and building data from 2006-2007 showed a direct increase in reading strands that received intense periods of instruction and weaknesses in strands that received less intense instruction. Thus, the study group was able to determine that while selected reading programs had an impact on student scores, instructional scope and sequence needed revision.

Rationale: (Why would you use it?)

The study group elected to address scope and sequence issues on a weekly basis during grade level professional learning communities. Through common assessments, revisions in scope and sequence could be monitored and further revisions made as needed.

Application: (Considerations for putting into practice)

Benchmark assessments were developed for all grade levels as a way of further monitoring effectiveness of scope and sequence changes. As of this writing significant impact has been realized at grades 7 and 8 with less impact at grade six.

Initial Study Group Report Form – Writing

Study Group Members: The writing study group members are as follows: Brenda Marler, Kai Christianson, Katie Haynes, Krystal Brune, Bulmaro Ruiz, Joanne Burns, Teresa Hernandez, Kim Burnell, Jennifer Hines, Daniel Beard, Ruben Saldivar, Julie Hernandez

Date: September 12, 2008

Goal: By June 2008 Toppenish Middle School will show a 20% increase toward meeting the targeted performance in writing, as measured by the WASL and classroom based assessments, when compared to the 2006-2007 WASL results (40%) and benchmark scores. By June 2008 Toppenish Middle School will show an increase in targeted performance as determines by OSPI.

Topic: (i.e. poverty, instruction, grouping, ELL, information test, cultural competency)

Learning: (What we learned)

While analyzing and discussing data we learned of the importance of focused writing instruction. In 2005-2006 there was specific writing instruction which helped increase writing scores. This same practice was not repeated in 2006-2007 goals and scores dropped dramatically. This led us to create a more focused writing goal with specific activities and strategies for the 2007-2008 School Improvement Plan.

Rationale: (Why would you use it?)

Because 2005-2006 data showed a direct correlation between specific teacher writing instruction and an increase in writing scores the study group created intense and purposeful goals.

Application: (Considerations for putting into practice)

Activities to be implemented will include writing scope and sequence and aligned writing at each grade level

Initial Study Group Report Form – Math

Study Group Members: The Math Study Team Members are as follows: Stephanie Hughes, Sean LaRoche, Monica Ramos, Carmen Gonzales, Debbie Dougherty, Pat Thomas, Mylor Treneer, Linda Collins, and Rebecca Godina.

Date: September 12, 2007

Goal: By June 2008, Toppenish Middle School will show a 15% overall increase (6th, 7th, and 8th grade) toward meeting the targeted performance in MATH, as measured by the WASL, when compared to the 2006-2007 results.

Topic: (i.e. poverty, instruction, grouping, ELL, information test, cultural competency)
Math Communities, Professional Learning Communities, Math Interventions, and Strategies.

Learning: (What we learned) We learned that specific action steps needed to be taken in order to meet our goal of a 15% increase in Math WASL results for 2007-2008. These actions steps were decided on based on research of best practices and the dynamics of our school district and middle school. As a group, we decided that to reach our goal our focus would be on these four areas for improvement: Math Communities, Professional Learning Communities, Math Interventions, and Strategies.

Rationale: (Why would you use it?)

Math Communities provide students small group instruction centered on mathematics problem solving techniques, they also offer students community mentors with which to identify.

Professional Learning Communities (PLC) operating in an effective, authentic manner have the power to drastically improve student learning. By focusing on the operation of our math PLC's (creating common lesson plans and common assessments, aligning grading practices, analyzing student data, and adjusting instruction) we will reach our goal of improving by at least 15% on this years Math WASL.

Effective math interventions are needed to raise the WASL scores for those students who have not met standard in the previous grade. By providing interventions, such as increased instructional time, small group instruction, and targeted math materials and problems, we will reach our 15% goal.

Our plan focused on four strategies for improving math WASL scores. They included, the use of math journals for all students, WASL practice problems, targeted vocabulary, and the use of two column notes to improve writing techniques.

Initial Study Group Report Form – “Family Friendly”

Study Group Members: The Family Friendly School Study Team Members are: Rachelle Rogers (facilitator), Kristen Bucknell, Sarah Baisinger, Janay Schutz, Dale Scoles, Cyd Bacon, Kate Jansen, Gerry Galindo, Antonio Martinez, Ernestina Madrigal, Linda Collins, Rebeca Godina, Amy Milne, Dan O’Hara, Mike Martin, Lola Ceja, and Omar Flores

Date: September 12, 2007

Goal: Toppenish Middle School will increase parent (*and family/community*) attendance at school-wide events by 10% and increase individual contacts with parents by 20%. (School-wide: Conferences, Parent Nights, Community Events, Survey Returns. Individual Contacts: Staffings, Phone Contacts, Grade Patrol returns, Attendance Issues, Home Visits)

Topic: (i.e. poverty, instruction, grouping, ELL, information test, cultural competency)
Family Involvement: Establish a baseline for family involvement.

Learning: (What we learned)

The study group determined that lack of data existed at Toppenish Middle School and was essential for measuring increase in involvement. As a result, the study team set goals for collecting data from progress reports, student led conferences, and attendance at hosted family events.

Rationale: (Why would you use it?)

Data collection is necessary in order to establish a baseline so the team could then measure increases. This was essential since family involvement is shown to improve student scores.

Application: (Considerations for putting into practice)

Data collection is necessary in order to establish a baseline so the team could then measure increases. This was essential since family involvement is shown to improve student scores.

Instruction by Highly Qualified Certified Staff

All teachers at Toppenish Middle School meet the highly qualified teacher qualification requirements of NCLB or have a plan in place to become highly qualified. The highly qualified requirements include:

- Teacher has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

Teachers are provided with multiple opportunities to enhance their content knowledge and instructional presentation. The building/district provides bi-monthly early release days that are building directed focusing on a specific area of professional development. These days provide building staff (certificated/classified) the opportunity to collaborate collectively and with their grade level teams to ensure the consistency of support of the school-wide program goals. The entire TMS staff participates in a book study focusing on improving instruction, expanding ideas, and building more productive professional learning communities. Professional development is also supported at the district level through Title 1, Title 2, LAP, and Title 3 funding sources. Teachers are frequently given the opportunity to obtain clock hours or college credit for a variety of professional development offerings. Toppenish School District is working closely with Heritage University to provide course offerings that lead teachers with conditional certificates to endorsements in math, science, ESL, and special education at little or no cost.

Trainings are coordinated and are focused around successful student understanding and application of the state standards – EALR's/GLE's, Performance Expectations.

Reading – WIIN

Writing Training – Organized through Patty Schmella, Literacy Curriculum Director

Math Training (CMP2) – Stephanie Wood, WIIN, First Steps

Reading – WIIN

See Section 4-Professional Development Plan

Instruction by Highly Qualified Paraeducator Staff

As of the 2007 – 2008 school year, all paraeducators at Toppenish Middle School meet the highly qualified paraeducator guidelines of NCLB.

Throughout the Toppenish School District, highly qualified paraprofessionals are encouraged to further their education and pursue degrees in education. The district works closely with Heritage University to assist those interested in obtaining their degree. Paraeducators with an AA degree will have the opportunity to obtain a BA degree through Heritage University with endorsements in ESL or special education at no cost. The paraeducator staff are active participants in district and building professional development. They are included in the bi-monthly early release days. They are provided training to increase their knowledge of and ability to assist in instructing reading, writing, and math.

Attract High-Quality, Highly Qualified Teachers

Toppenish Middle School strives to attract highly qualified teachers. In addition to using a research based math and reading curriculum, TMS is committed to a coaching model. ESD coaching support in math has been contracted for the 2010-2011 school year. In addition, staff members can obtain clock hours for their participation in district and building level training. The district also provides support through the Teacher Induction Grant funded through the Paul Allen Foundation that provides all new teachers with mentors as well as additional training and support. The District also has a Teacher Assistance Program that again provides mentoring and support. There is also a district level curriculum director whoon site, job embedded professional development and support to teachers including ELL support. The district is also part of the US History grant that provides Social Studies teachers with the opportunity to study at historical locations across the nation. We have been identified as a NASA school and students are still benefiting from the instruction that the teachers received. Given the nature of our student population, Toppenish School District offers support in obtaining an ESL endorsement through Heritage University. Toppenish Middle School participates in the CEE survey which provides perception data for the building as well as a POLE 360.

Toppenish School District also provides a very competitive salary and benefit package through the collective bargaining agreement.

Throughout the years, numerous teachers in our district have received local, state and national honors, including three staff members that have obtained their National Board Certification.

Teachers Included in Assessment Decisions

Looking at data and assessment results to adjust instruction during teacher plan time as well as during bi-weekly grade level collaboration is an integral part of the teaching/learning cycle at Toppenish Middle School. Teachers and coaches disseminate data in order to identify individual student progress toward the standards. District plans align the state standards to the lessons being taught and assessments are then adjusted accordingly.

All students are DIBELS tested a minimum of 3 times a year. Furthermore, all students are given MSP type benchmark assessments biweekly and quarterly to gauge comprehension skills. Reading progress is measured against predetermined fluency standards and predetermined reading targets. Between formal testing dates, progress is graphed and monitored weekly by each teacher in order to measure growth in fluency and comprehension. The reading information is input and compiled the data reported to grade level teams. Teachers then work with their team members to identify which instructional techniques are most effective and adjust instruction accordingly. Results are accessed by the state and included on the report card given to parents.

Toppenish Middle School is in the process of working with the district to create common assessment for math. The common assessments will consist of OSPI released items that will be given to students. The items will then be scored and included in a student portfolio through the 10th grade (at least).

The MAPS assessment is also given to students three times per year. These results are reviewed in the professional learning communities and student progress toward standards is monitored. Math and Reading coaches spearhead the collection of these multiple data points (WASL, MAPS, Reading and Math assessments) to measure student progress over time. During the 2010-2011 school year, science teachers will begin aligning curriculum vertically and creating common assessments. Social Studies teachers will also continue working with CBA's.

Providing Assistance to Students Experiencing Difficulty

Toppenish Middle School provides effective, timely, additional assistance to students experiencing difficulties mastering standards. Individual student data is shared in professional learning communities, in team meetings, and in staff meeting (early release days).

Interventions: Students are grouped based on needs as indicated by diagnostic testing and placed in intervention classes.

Diagnostic Testing: Student data is collected using DIBELS, Core Phonics Survey, REWARDS multi syllabic survey, Corrective Reading survey.

Reading Interventions: REWARDS basic multisyllabic decoding, Comprehension skill building, Corrective Reading decoding and comprehension courses A, B-1, B-2

After School Intervention: Reading and Writing skill building. Data is used to identify Level 1 and Level 2 students in need of additional interventions in reading, writing, and math.

Math Diagnostics—First Steps is used as activities and diagnostics to determine gaps in students math knowledge.

Family Nights focusing on core areas and strategies that families can use to help students succeed.

Parent/Student Conferences

Resource to General Education

Special Education and General Education are working together to provide a seamless transition between programs by aligning curriculum and instruction

Counseling Tier Model: The TMS counselors have put together a system of data collection that identifies students into three tiers for interventions to prevent school failure. This model includes a variety of strategies that involve teachers, families, and students in taking responsibility for academic and social success.

TMS students are also able to take part in the after school 21st Century programs and Supplemental Education Services that provide academic support and interventions as well as expanded opportunities for connections with higher education.

Professional Development Activities

The District Calendar Committee has established topics for training for the scheduled 2010-11 Early Release days. "Principal" designated days are devoted to the goals of the School Improvement Plan. Specific topics for each date will be determined prior to the end of the school year by the Learning Improvement Team in collaboration with the Math, Reading and Writing study groups – the Action Plans clearly identified professional development needs. Toppenish Middle School will also work closely with the District Bilingual Task Force to bring proven ELL strategy training to staff including GLAD training. Currently, the District Math Committee is researching a district-wide assessment tool for math and the appropriate inservice training to accompany its implementation.

Parent Involvement

Strategies to Increase Parent Involvement

Teachers will foster parent involvement through family nights, newsletters, websites, phone calls, home visits, Internet, and handbook. Parents will be invited to participate in parent training sessions sponsored by the school PTO, and Family Literacy classes. We will continue with our Monthly Family Nights and seek out opportunities to survey parents regarding their topics of interest. We will also conduct the family survey to find areas that we can improve in.

***See goal #4 of the action plan**

Toppenish Middle School will support the following district family involvement plan. This plan was developed by the Toppenish School District in conjunction with Dr. Stephen Constantino's Family Friendly Schools.

Toppenish School District Family Involvement Policy

The Toppenish School Board believes that the education of children is a joint responsibility, one it shares with the families and the community. To insure that the best interests of the child are served in this process, a strong program of communication and/or collaboration between home and school must be maintained. The Toppenish School Board recognizes that parents and families are a child's first and most important teachers. When children enter school, the responsibility for their learning is shared by the schools, families, communities, and the children themselves.

The Toppenish School Board also believes that:

- All children deserve to grow up in nurturing, healthy, and safe learning environments in which families are supported in their roles and responsibilities;
- Families of all cultures, languages, and incomes care deeply about their children's success; and
- Family-school-community collaboration and partnerships benefit all children.

The Board directs the superintendent to develop activities that will enhance home-school cooperation. These activities will be centered on the following key elements:

- Communication
- Planning and decision making
- Collaboration
- Supporting student learning
- Responsible parenting
- Opportunities for involvement

Communication

- Conduct family-student-teacher conferences annually which facilitate two-way communication between home and school;
- Hold open houses and other school events which provide families and the community the opportunity to visit school facilities and meet staff;
- Offer meetings at a variety of times or conduct in-home conferences to meet the needs of working or place bound families;
- District and building newsletters with information on programs, meetings and other activities will be sent to families in the language that is used in the home, on a regular basis.

Planning and Decision Making

- Schools will actively enlist family participation in planning and developing School Improvement and Title 1 Schoolwide plans;
- The District will involve families in the design and implementation of programs and plans that relate to student achievement and training for teachers, principals, and other educators;
- Efforts will be made to enlist participation of families representing diverse student groups;
- The district will seek out parent input on all matters related to family involvement policy as well as the adoption and implementation of model approaches and training programs directed toward increasing family involvement.

Collaboration

- District, schools and families will collaborate to evaluate the effectiveness of family involvement policies in improving the academic achievement of students;
- Families, educators and community members will work together in order to promote and effectively increase educational opportunities for children;
- Families, the district and the community will form partnerships to provide all students equal access to a quality education. These partnerships can include other school based state and federal programs, community based private and public preschool programs, community as well as Tribal based extended day/year learning opportunities, Parent Information and Resource Centers, and other educational grant opportunities administered by local agencies.

Supporting Student Learning

- The district will provide opportunities for parents to learn effective ways to support their students' educational needs;
- Provide families with information to enhance learning at home;
- The district will insure that families receive information and help in understanding the State's academic content standards and assessment system;
- Offer educational programs including literacy activities, that are responsive to the needs of families and that will link families with services in the community that provide support for student success.

Responsible Parenting

- School personnel and program staff will support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role;
- Schools will provide families with information on how they can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school;
- Provide information on how to monitor their student's progress and how to work with the schools and teachers.

Opportunities for Involvement

- Families are welcomed as volunteers in schools;
- Volunteer opportunities will capitalize on the expertise, interests and skills of the parents and have a direct connection to school and district goals;
- Families will assist in identifying and addressing barriers to parent involvement;
- Families will be invited and encouraged to have a role on councils and site teams;
- The district will support opportunities for involvement by supporting regional parent conferences and other local family events as well as provide child care and transportation when appropriate;
- The district will work with families in finding strategies to enhance and encourage the involvement of other parents.

Toppenish Middle School - Family Involvement Policy

Communication

Toppenish Middle School will:

- conduct family-student-teacher conferences in the fall and spring to ensure two-way communication between home and school;
- have scheduled family nights and other school events which provide families and the community the opportunity to visit our school and to meet staff;
- offer meetings at a variety of times or conduct in-home or telephone conferences to meet the unique needs of our parents and families;
- send home building newsletters with information on programs, meetings and other activities in the language that is used in the home, on a regular basis.

Planning and Decision Making

Toppenish Middle School will:

- actively seek participation and involvement from parents and families in planning and developing our School Improvement and Title 1 School-Wide plans;
- ask for input from parents and families in the design and implementation of programs and plans that relate to student achievement and training for teachers, principals, and other educators;
- work together to enlist participation of all parents and families representing the diversity our unique populations

Collaboration

Toppenish Middle School will:

- encourage all parents and families to help evaluate the effectiveness of our family involvement policies and help our school to continue to move forward.
- work together with families, educators and community members in order to promote and effectively increase the educational opportunities for our children;
- form partnerships with parents, families, and the community to provide all students equal access to a quality education. These partnerships can include other school based state and federal programs, community based private and public preschool programs, community as well as Tribal based extended day/year learning opportunities, Parent Information and Resource Centers, and other educational grant opportunities administered by local agencies.

Supporting Student Learning

Toppenish Middle School will:

- provide opportunities for parents to learn effective ways to support their students' educational needs;
- provide our families with information to support learning at home
- offer educational programs that focus on literacy to meet the varying needs of families. These programs will link families with services in the community that provide support for student success.

Support for Parents

Toppenish Middle School will:

- support positive parenting by respecting and supporting the strengths and skills needed by parents to fulfill their role in their child's education;
- provide families with information on how they can support/promote positive student behaviors such as punctuality and regular attendance that are closely tied to student success in school;
- provide information on how to monitor their student's progress and how we can work together to ensure their child has a successful learning experience.

Opportunities for Involvement

Toppenish Middle School will:

- welcome and encourage parents and families to volunteer at Toppenish Middle School.
- work with parents and families to identify and address barriers to parent involvement.
- invite and encourage parents to be involved on building councils, committees and site teams.
- work with the district, parents and families to find strategies that support and encourage the involvement of all Toppenish Middle School parents in the process of learning.

Transition Plans from Elementary and Between Grade Levels

The Toppenish School District has a plan in place to help children transitioning from the elementary level and their families make the move as seamlessly as possible. At a family night held in March or April, fifth grade students and their families are given the opportunity to meet middle school staff and have questions answered by school personnel. A school visit in the spring is also arranged so that students can become oriented to the new surroundings, take a tour, listen to student speakers and ask questions. In August, before school begins, incoming sixth grade students from the four elementary schools are invited to a series of "transition days." Children learn the rules and routines of the classroom and the school and get to know a grade level teacher, therefore making the transition to middle school less ominous and potentially more successful. School district staff (including grade level teachers, administration and office clerks) is available to help families with this process and answer questions.

In April or May, administration from the middle level along with students and available staff, visit each of the four elementary schools and address students in an assembly. In addition, coordination with the 5th grade classrooms occurs to provide a visitation or Open House for students entering our building for 6th grade. This allows students to become familiar with routines and the campus prior to the start of school. We also work with the 5th grade teachers, counselors, and administration to make placement decisions and review curriculum. Both the elementary schools and the middle school use a standards-based math program as well as "Open Court" reading in order to make curriculum transitions seamless. Individual data follows students who transition between grade levels as well as those who transition between buildings. The curricular continuity between buildings assists students in transition between schools. Transitions between grades at the middle school is very seamless. Students loop with their PAWS advisor for the three years they attend school at the middle school. Because our school is so small and we are student centered, the students know the staff and who teaches at which grade

level. Students receive their schedules at back to school events held in the summer so that parents and students can meet the teachers, know where classes are and have their questions answered prior to school beginning. We also host Open House Events in the fall with a barbecue for parents, staff, students and families for each grade level. We provide a student handbook in both English and Spanish so that families are able to access our school procedures and expectations at all times. 8th grade transition is another process that we cover. By taking our 8th grade students up to the high school in the spring to meet their advisors, we help ease the students anxieties about the transition. We have high school staff members, including the principal, that comes to our school to speak with the 8th graders. Students register in the spring for 9th grade classes and parent meetings are held in the spring and summer to help parents understand the expectations and allow them to have their questions answered. Transition meetings are held at the beginning of the students 9th grade year to make sure all students start off on the right foot. Our TMS counselors also meet with the high school counselors and the elementary counselors to discuss incoming/exiting students in order to provide a positive experience for all of our students. Letters are mailed home to all of our exiting and incoming students about the transition opportunities available.

Monitoring the Plan

The Toppenish Middle School uses a portion of their early release schedule to monitor and adjust the School-Wide Improvement Plan. Data is continually reviewed in daily Professional Learning Communities to inform and adjust instruction. Annual data carousels are held in August to review all cumulative data from the previous school year including MAPS, WLPT, and WASL data so that the instruction goals and strategies can be revised to meet current needs.

Coordination and Integration of Federal, State and Local Services and Programs (Required of SWP)

Toppenish Middle School uses a variety of state and federal funding sources to meet the unique needs of a diverse student population. Title I, Learning Assistance Program, and BEA funds are combined in the school-wide program to reduce class sizes and provide accelerated classes for the most “at-risk students.” Title I, LAP, and Bilingual Funding provide paraprofessional support for targeted student populations, and Title II funding is used to support classroom based professional development through the reading and math coaching/mentoring model. Title VII and Migrant Funds are used for additional extended day tutorial programs for eligible students.

**The following information may be provided by district fiscal officer.
List all federal and state funds funding sources allocated to this plan.**

| Funding Source | Amount | How Funds Meet Intent and Purpose |
|---|---------------|--|
| Title I Part A | \$173,411 | Upgrade entire educational program for all students in the school-wide programs |
| State BEA | \$2,685,479 | Provides programs and services for all students as well as staffing |
| State LAP | \$168,474 | Provide remedial services for most at-risk students |
| Local Levy | \$10,000 | Provide technology upgrades |
| Title II A Highly Qualified/Teacher Quality | \$38,980 | Provide instructional coaching |
| Title II D Technology | \$10,000 | Provide technology coaching |
| Title III ELL | \$30,000 | Provide professional development for teachers of ELL students (instructional strategies) |
| State Transitional Bilingual | \$108,750 | Provide additional services and materials for ELL students |

2010-2011 Appendix

2010 Data Carousel

Toppenish Middle School Summary

Our Data Carousel was held in the fall of 2010. Our staff spent the early release time looking at a variety of data and determining successes and opportunities, as well as the Learning Improvement Team, which met to also analyze data. Staff rotated through 4 sets of data.

The data that we examined included perception data, demographic data, achievement data and contextual data.

| | |
|--|--|
| Perception Data: POLE 360 data 2010 Completed by staff, students and parents | Achievement Data: 2010 MSP scores, trend data, CEE achievement data |
| Demographic Data: School population data AYP information | Contextual Data: PAWS reports, Healthy Youth Surveys, Discipline reports, Attendance reports |

Staff wrote narrative statements at each data station stating strengths or challenges they noticed. In depth discussions were held about their findings.

Achievement Data Successes:

- Writing scores increasing
- Student perceptions high about their work habits
- Behavior has decreased

Achievement Data Opportunities:

- ELL students performing similar to Sped students
- Math and reading scores decreased

Perception Data Successes:

- As a staff, we believe we have high standards.
- 90% of staff feel students in this school are engaged in learning often.
- Community and parent involvement have increased.

As we looked at the data, the staff was very concerned about our achievement data as well as our perception data. We have a district wide focus on math and that will help focus our efforts toward improving the teaching and learning in that area. Reading and writing are also a huge concern especially in the 7th grade. We are working on putting some strategies in place to help all of our students. We know that we will not be able to move our students forward without working together. This is the purpose of our PLC's. The climate and the trust at Toppenish Middle School need to have some mending. This will be done by building accountability for all staff members and to develop relationships that move student achievement to the forefront of everything that we do. The hard job of teaching is not about the teacher or the individual content...it is about each and every student. Our perception data did not change much from one year to the next. This is a concern for me and I will strive to make the middle school a positive place to work...with high expectations in place for staff and students.

Parental involvement is also another area that needs to be developed. We need to continue to find ways to get more parents involved in their child's education and to increase the communication to and from school.

As we looked at our data we had many great discussions. We plan to have mini data carousels where we look at specific data throughout the year. We have implemented Data Decision Making (DDM) and this allows us to focus on all of our students and the instruction they are receiving.

After the data carousel we began revising our School Improvement Plan. We have put our plan through two revisions so far and are working hard to make this plan a living document.

After writing our narrative statements, we then looked at our current action plans and adjusted them to help meet the needs of our students. These plans will be adjusted throughout the year as we create 30, 60, 90 Day Plans.