

View Ridge Middle School
School Improvement Plan
2011-2012



Overview:

HOME OF THE REBELS

510 Pioneer Street
Ridgefield, WA 98642
(360)619-1400

Principal: Chris Griffith

Average class size: 27

Neighborhood Elementary Schools: Union Ridge & South Ridge

Neighborhood High School: Ridgefield High School

Building condition: Built in 1976

Volunteer opportunities: Lunch supervision, Rebel Den, classroom help

Special Offerings: NXT robotics through applied technology, STEM (Science, Technology, Engineering, and Mathematics) grant recipient, Industrial Arts, Algebra course offered, Choir, Band, National Junior Honor Society, Volleyball, Football, Basketball, Wrestling, Track, Art Club

District Priorities/Initiatives:

Our Mission:

The Ridgefield School District will develop well-rounded students having the capacity to succeed in a technologically driven global society. The District will continue to create and sustain a safe and caring learning environment in which all students will meet or exceed state standards. The District will engage the community in school issues and seek community input in decision making.

Our Vision:

"The Ridgefield School District strives to deliver a superior educational program in a physically and emotionally safe environment preparing all students to be lifelong learners and responsible contributing citizens. The district also strives to provide state-of-the-art facilities."

Shared Vision/Guiding Principles:

View Ridge Middle School has experienced extensive staff turnover the last four years. Within the last four years we have acquired a new principal, counselor and twelve new teachers (75% of the teaching staff). Many of the new staff members joining the View Ridge Middle School are new or newer to the field of education. This change has required that we establish the foundation of our professional learning communities, evaluate our course frameworks and revise our unit learning outcomes. Additionally, we will be looking closely at on-going assessments that help us identify gaps in student learning so we can address those.

Our current SIP was originally created during the 2008-2009 school year. At that time the SIP was a three year plan. We have evaluated and revised the original SIP in each of the subsequent school years. This year each department spent time working within PLC's assessing current instructional and assessment practices.

Each department has reviewed MSP, MAP, and classroom assessment data to determine areas of opportunity, as well as areas of strength. Each PLC then identified the graphs that captured the data most accurately and wrote the corresponding narratives attached to this document. Finally, each department also created SMART goals to help identify more specifically the yearly growth goals for student learning.

Student Demographics

Enrollment

October 2010 Student Count		337
May 2011 Student Count		340

Gender (October 2010)

Male	168	49.9%
Female	169	50.1%

Race/Ethnicity (October 2010)

American Indian/Alaskan Native	1	0.3%
Asian	7	2.1%
Asian/Pacific Islander	7	2.1%
Black	4	1.2%
Hispanic	24	7.1%
White	286	84.9%
Two or More Races	15	4.5%

Special Programs

Free or Reduced-Price Meals (May 2011)	119	35.0%
Special Education (May 2011)	46	13.5%
Transitional Bilingual (May 2011)	3	0.9%
Migrant (May 2011)	0	0.0%
Section 504 (May 2011)	2	0.6%
Foster Care (May 2011)	0	0.0%

Other Information ([more info](#))

Unexcused Absence Rate (2010-11)	69	0.1%
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Teacher Information (2010-11) ([more info](#))

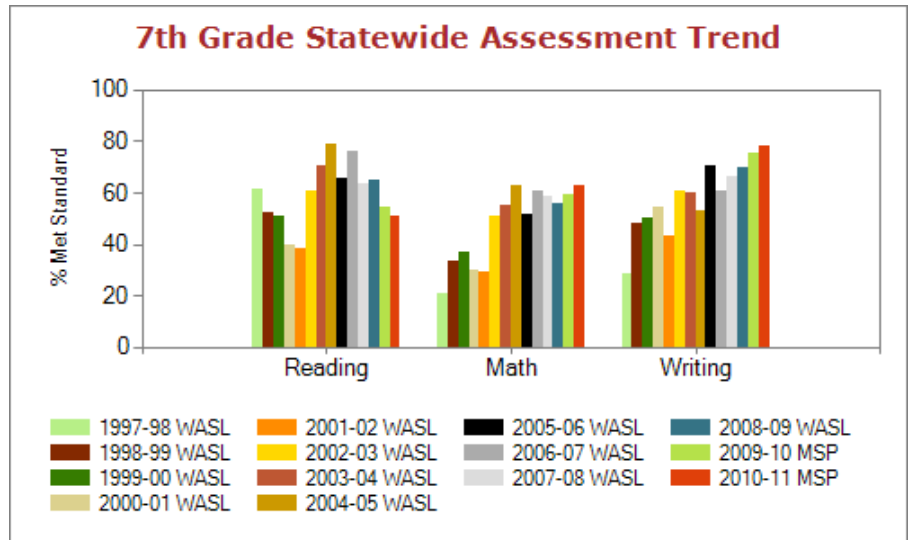
Classroom Teachers	22
Average Years of Teacher Experience	9.5
Teachers with at least a Master's Degree	77.3%
Total number of teachers who teach core academic classes	15
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	116
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	96.6%
% of classes taught by teachers who do not meet NCLB HQ definition	3.4%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Selected Data:

MSP Trend - Percent of all students meeting standards at the school level:

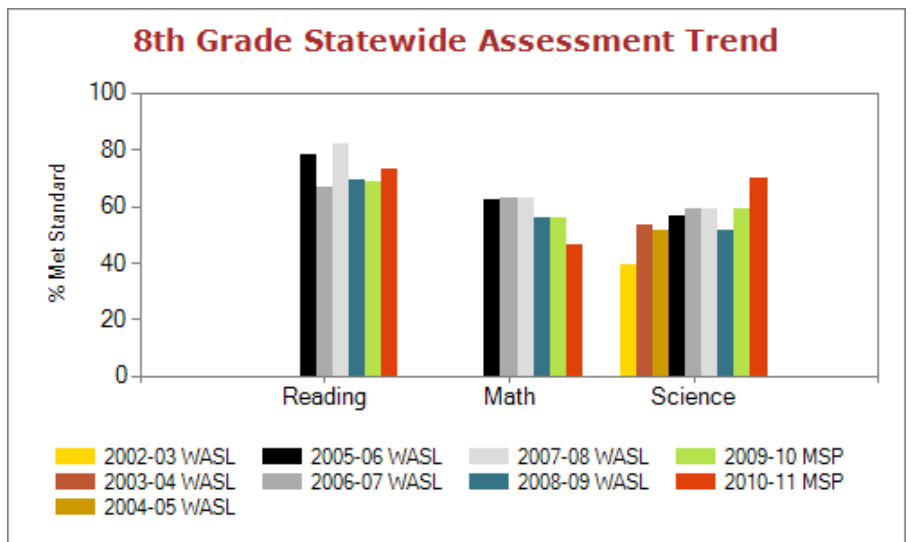
7th Grade Statewide Assessment

Year	Reading	Math	Writing
1997-98 WASL	61.3%	20.6%	28.8%
1998-99 WASL	52.2%	33.3%	47.8%
1999-00 WASL	51.1%	36.7%	50.4%
2000-01 WASL	39.7%	30.0%	54.5%
2001-02 WASL	38.1%	29.3%	42.9%
2002-03 WASL	60.5%	51.0%	60.5%
2003-04 WASL	70.7%	54.8%	59.9%
2004-05 WASL	78.6%	62.9%	52.9%
2005-06 WASL	65.8%	51.3%	70.3%
2006-07 WASL	76.0%	61.0%	61.0%
2007-08 WASL	63.8%	58.5%	66.5%
2008-09 WASL	64.7%	56.0%	69.5%
2009-10 MSP	54.4%	59.4%	75.6%
2010-11 MSP	50.6%	62.9%	78.1%



8th Grade Statewide Assessment

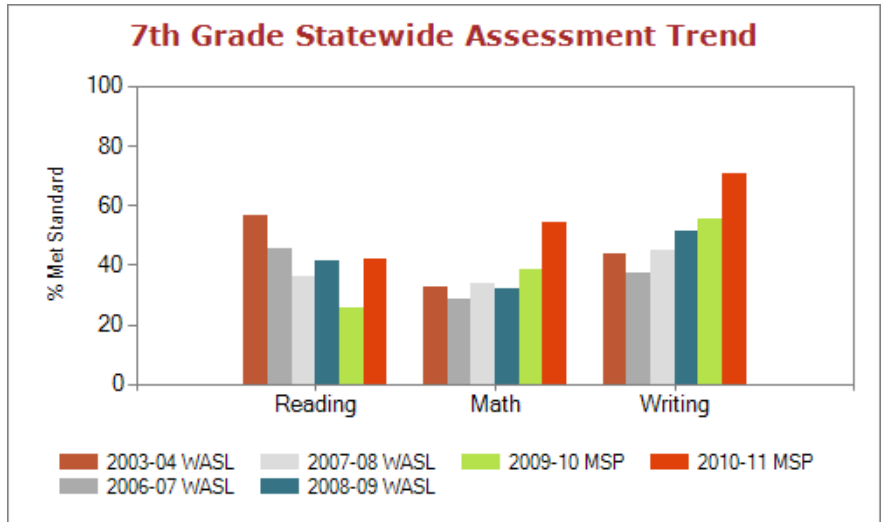
Year	Reading	Math	Science
2002-03 WASL			39.2%
2003-04 WASL			53.3%
2004-05 WASL			51.2%
2005-06 WASL	78.0%	62.3%	56.3%
2006-07 WASL	66.7%	63.1%	58.8%
2007-08 WASL	82.2%	63.2%	58.9%
2008-09 WASL	69.6%	55.8%	51.4%
2009-10 MSP	68.5%	56.2%	59.2%
2010-11 MSP	73.0%	46.3%	70.1%



MSP Trend - Percent of **low income** students meeting standards at the school level:

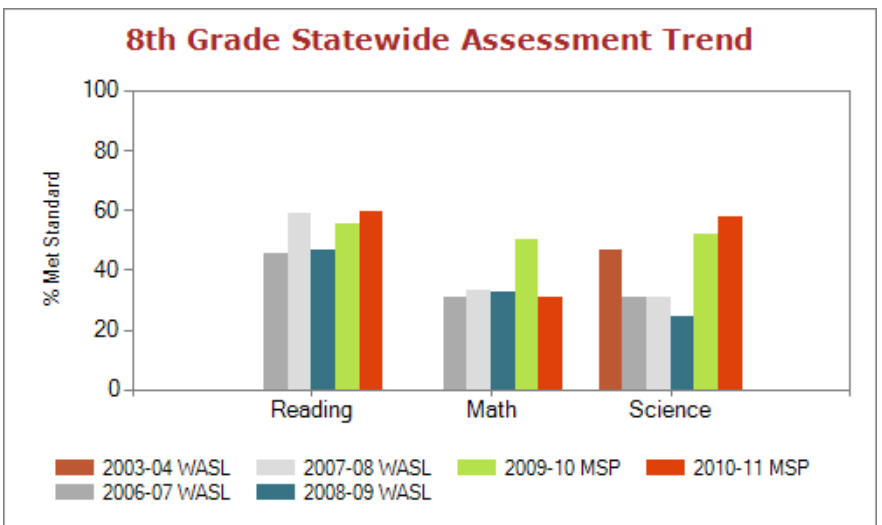
7th Grade Statewide Assessment

Year	Reading	Math	Writing
<u>2003-04 WASL</u>	56.5%	32.6%	43.5%
<u>2006-07 WASL</u>	45.7%	28.6%	37.1%
<u>2007-08 WASL</u>	36.2%	34.0%	44.7%
<u>2008-09 WASL</u>	41.3%	31.9%	51.1%
<u>2009-10 MSP</u>	25.5%	38.3%	55.3%
<u>2010-11 MSP</u>	41.7%	54.2%	70.8%



8th Grade Statewide Assessment

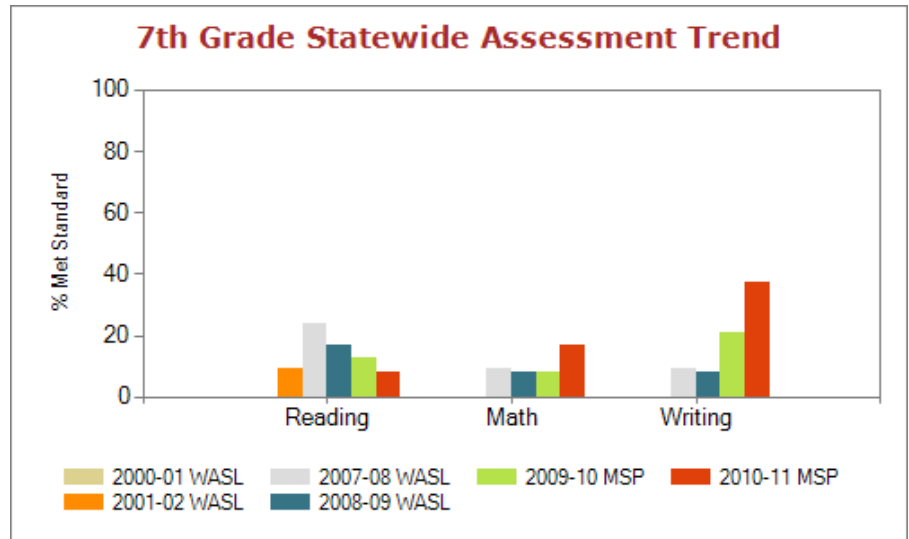
Year	Reading	Math	Science
<u>2003-04 WASL</u>			46.7%
<u>2006-07 WASL</u>	45.7%	30.6%	30.6%
<u>2007-08 WASL</u>	59.0%	33.3%	30.8%
<u>2008-09 WASL</u>	46.9%	32.7%	24.5%
<u>2009-10 MSP</u>	55.3%	50.0%	52.1%
<u>2010-11 MSP</u>	59.6%	30.8%	57.7%



MSP Trend - Percent of **special education** students meeting standards at the school level:

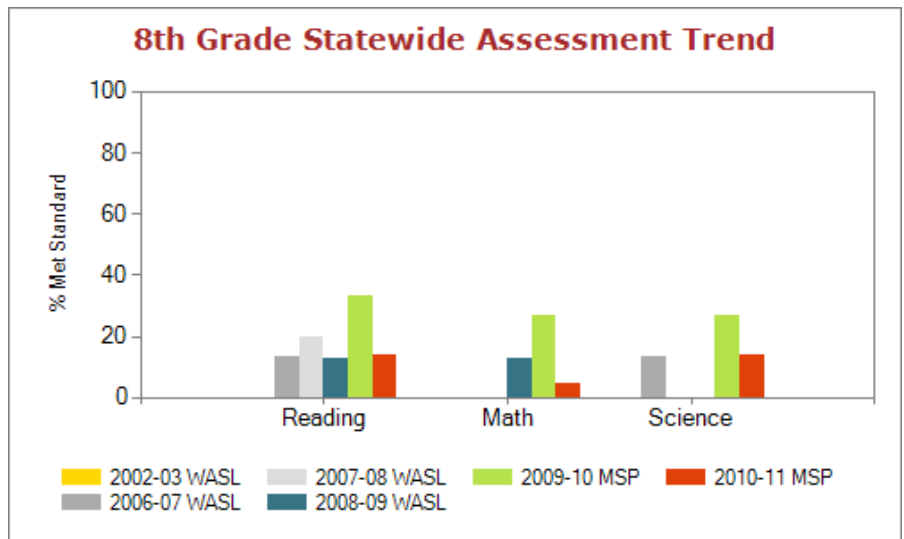
7th Grade Statewide Assessment

Year	Reading	Math	Writing
<u>2000-01 WASL</u>	0.0%	0.0%	0.0%
<u>2001-02 WASL</u>	9.1%	0.0%	0.0%
<u>2007-08 WASL</u>	23.8%	9.5%	9.5%
<u>2008-09 WASL</u>	16.7%	8.3%	8.3%
<u>2009-10 MSP</u>	12.5%	8.3%	20.8%
<u>2010-11 MSP</u>	8.3%	16.7%	37.5%



8th Grade Statewide Assessment

Year	Reading	Math	Science
<u>2002-03 WASL</u>			0.0%
<u>2006-07 WASL</u>	13.3%	0.0%	13.3%
<u>2007-08 WASL</u>	20.0%	0.0%	0.0%
<u>2008-09 WASL</u>	12.5%	12.5%	0.0%
<u>2009-10 MSP</u>	33.3%	26.7%	26.7%
<u>2010-11 MSP</u>	13.6%	4.5%	13.6%



Analysis of the major content area tests reveals several trends over the last several years at both 7th and 8th grade levels. One trend that View Ridge is particularly proud of is our 7th grade writing scores. In the last five years, our students have improved more than that 17%. We believe this is in part due to our school-wide focus on language arts. Previously this focused approach included the staff agreeing to use several note taking and summarizing forms, as well as implementing journaling across all curricular areas last year. This year the electives department is working closely with the language arts department to incorporate more department based comprehension tasks. We have also observed a three year growth trend in 7th grade mathematics where we continue to outperform the state averages.

The 8th grade reading trend shows that the scores remained consistent or increased just slightly over the last three years, while math has decreased over the last four years. Eighth grade science has steadily improved over the last three years. We believe this is due to a schedule change that created more class time, and an increased focus on the FOSS kits and teacher training. The math trend in the 8th grade has moved in the opposite direction compared to our 7th grade scores. Over the last four years the scores have dropped nearly 17%.

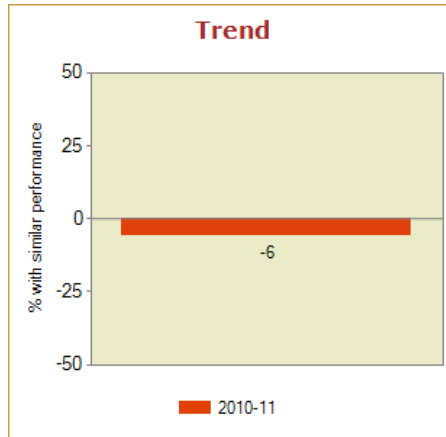
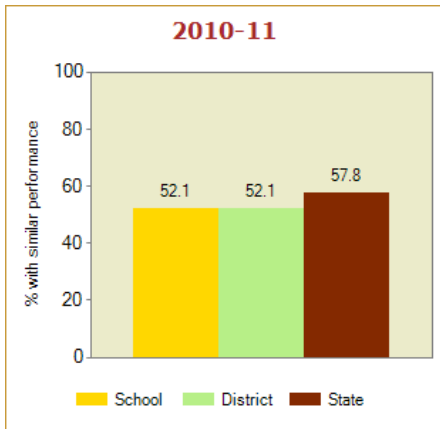
Not all of the trends are improving however. As a staff we have discussed this fact and are continuing to implement strategies to positively impact state assessment scores. We believe this is essential for mathematics, reading and science instruction. We believe that the math scores for eighth grade has dropped due to the students allowed into the algebra class. The prerequisites for algebra have changed and will hopefully resolve this issue. The creation of Course Frameworks and Unit Learning Outcomes should potentially alleviate this in the future. We have observed a significant reduction in the percentage of students passing the reading MSP in both 7th grade. In addition to the school wide focus on reading integration, we have also added an additional section of 7th grade language arts. This has allowed us to reduce class size averages so that students receive more personalized instruction. When we looked at the data, the writing scores have improved consistently over the last five year, but reading has either remained stagnant or fallen. We believe this is because reading strategies have not been addressed as forcefully. Focus has been put on writing school wide and reading has suffered in comparison. We believe embedding language arts skills in content areas adds validity and will help reinforce the concepts being taught. All teachers will concentrate on adding reading to their own content areas.

Another area of concern is those students who attend View Ridge and fall below the poverty line. This is of particular concern because this sub group continues to increase in size. In 7th grade last year only 41% of students passed in reading, 54% in math and 71% in writing as opposed to the schoolwide trend of 51%, 63% and 78% respectively. While we have closed the achievement gap for our 7th graders, View Ridge needs to continue implementing ways to help the students in this sub-group across the building. In 8th grade last year 60% of students passed in reading, 31% in math and 58% in science as opposed to the schoolwide trend of 73%, 46% and 70% respectively.

Another area of concern is special education. Trends have shown that the 8th grade cohort scores increased, yet even with the gains, there were very few special education students that passed the state tests. The 7th grade special education trend followed the school wide trend of drops in reading, while improving in writing and dropping in math. For the 2010-2011 school, an additional special education teacher was hired to alleviate the pressure and time constraints present with just one certified teacher. With the addition of another certificated teacher we have developed a "push-in" model for high functioning special education students.

Science:

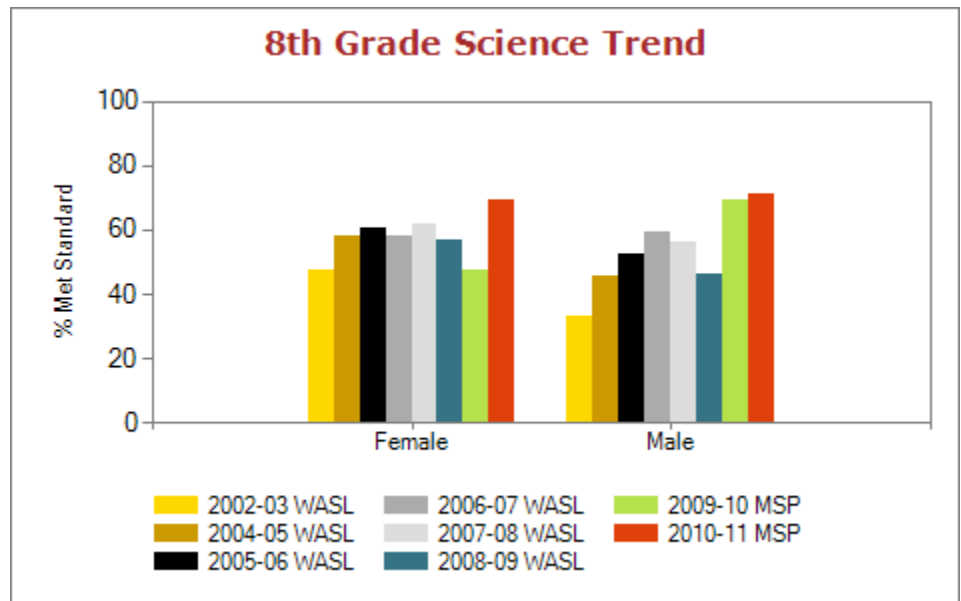
8th Grade Science - Strand Data



In all strands of the Science MSP our students scored above state average, with the exception of the 'Inquiry' strand. This strand will therefore be a major focus of instruction during the school year of 2011-2012. It is of particular concern to us as it is perhaps the least well supported domain in the kits. We will continue to work with the ESD in developing and obtaining additional resources to address this strand. We will also continue to use the Powerful Classroom Assessment's provided by OSPI as a basis for scenario-based, holistic assessments.

8th Grade Science - Male/Female comparison

Year	Female	Male
2002-03 WASL	47.1%	32.9%
2004-05 WASL	57.9%	45.3%
2005-06 WASL	60.8%	52.4%
2006-07 WASL	58.0%	59.5%
2007-08 WASL	61.7%	55.9%
2008-09 WASL	56.7%	46.2%
2009-10 MSP	47.4%	69.2%
2010-11 MSP	69.4%	70.9%

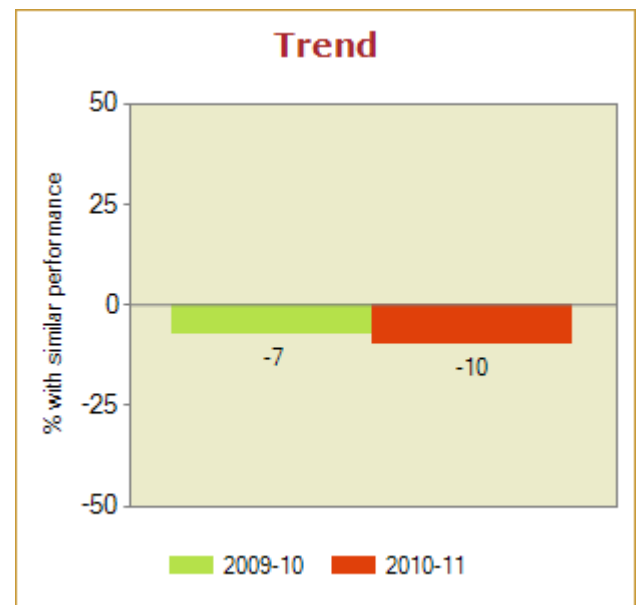
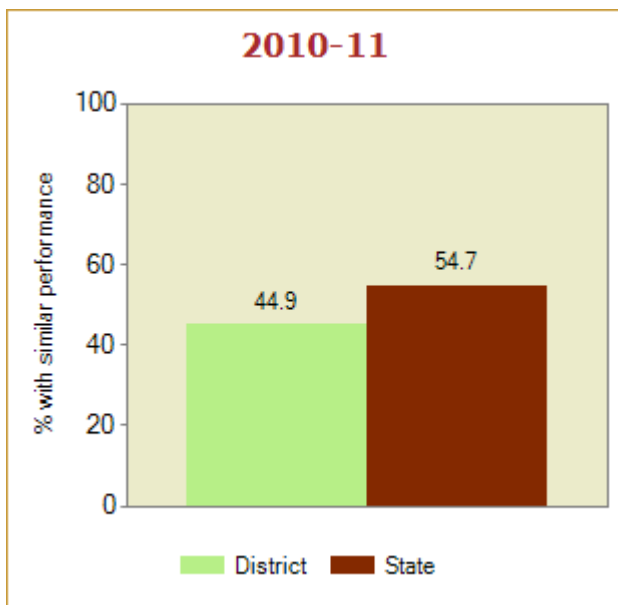
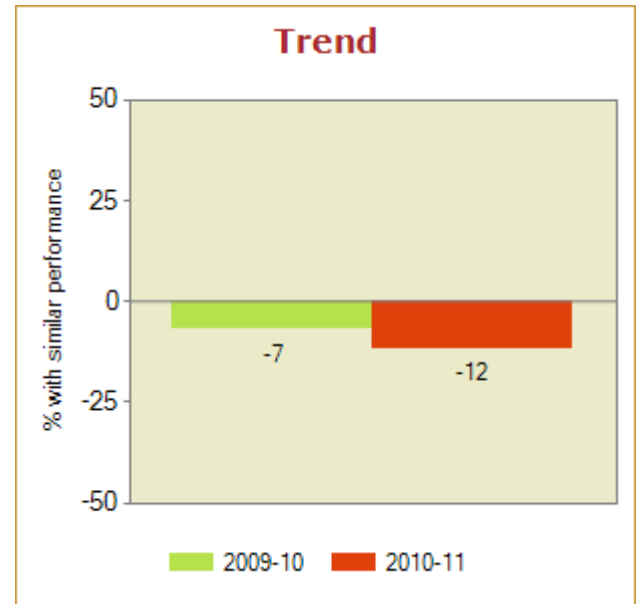
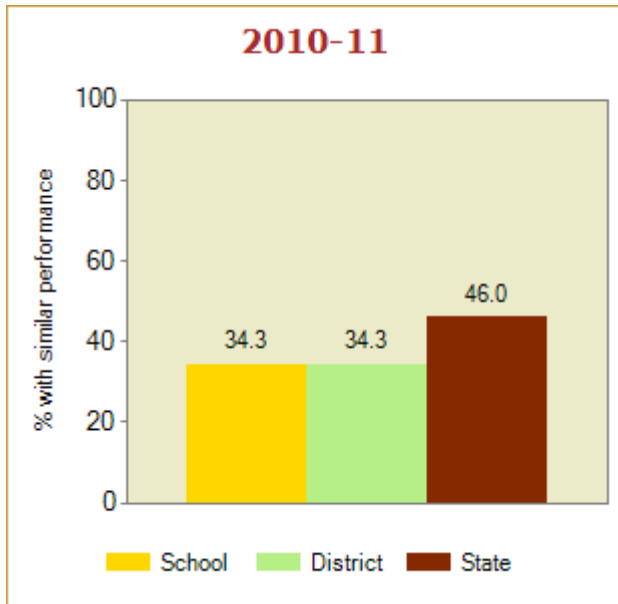


In the 2009-2010, the percentage of female students passing the Science MSP dropped significantly. We therefore identified this as a priority during the 2010-2011 school year, and there was tremendous improvement in passing scores for this group. We want to continue to support female students in the science classroom through equality in questioning and discussions, presenting female scientists in the media as positive role models, and purposefully creating lab groups in which female students feel safe to engage in science inquiry.

As a department we are concerned about the reading levels of our 8th grade students, and have initiated cross-departmental collaboration to enrich our strategies for scaffolding reading skills. We aim to implement more reading-focused instruction in our science lessons, and obtain more textually-rich science materials that will challenge and develop interest and reading ability in our students. We have been awarded a mini-grant to acquire some of these resources, and hope to work closely with the Language Arts and Special Education Departments in implementing targeted strategies.

2011-2012 SIP Language Arts:

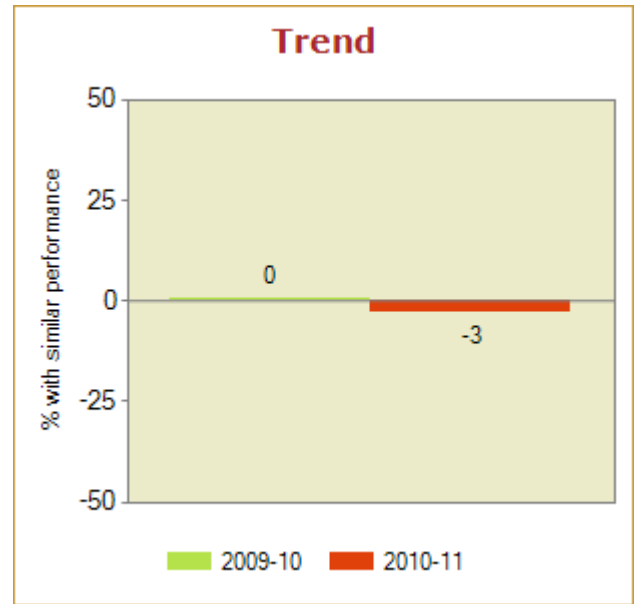
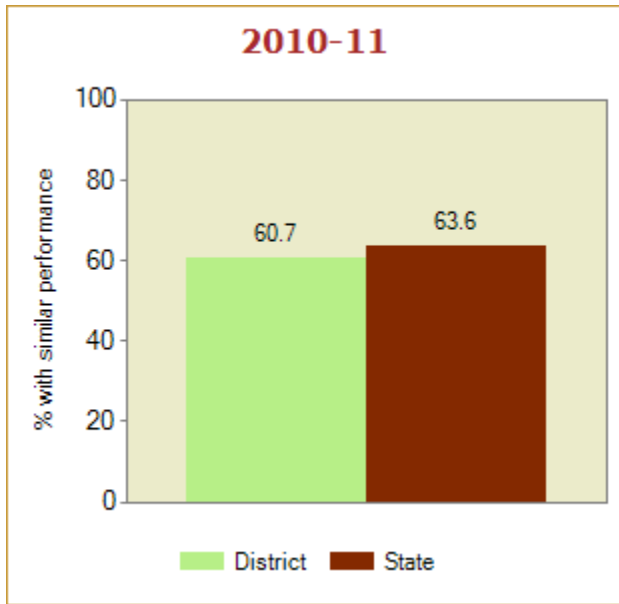
7th grade reading comprehension (Current 8th graders)



Narrative:

Fifty and six tenths percent of current 8th graders passed the reading MSP in the 7th grade. Review of the data clearly shows a significant drop in reading comprehension and critical thinking. State-wide data indicates that this trend is not unique to View Ridge and that in fact, 7th graders across the state significantly dropped from 6th to 7th grades. With this information in mind, we will focus instruction to strategically target these strand areas and increase scores.

6th grade reading comprehension (Current 7th graders)

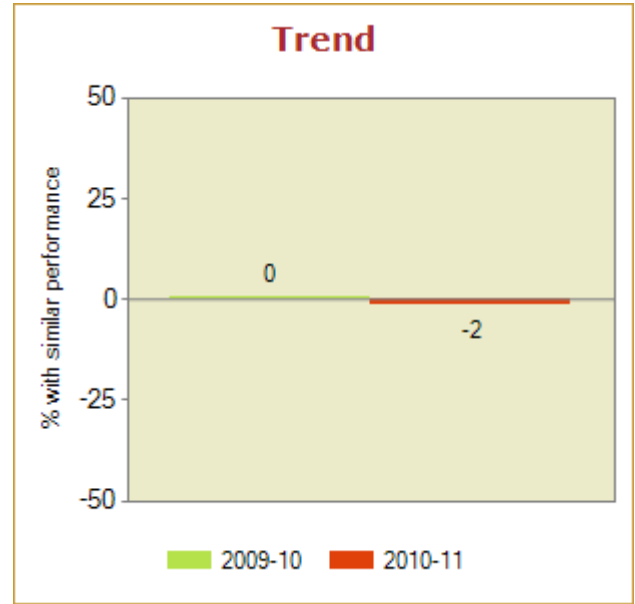
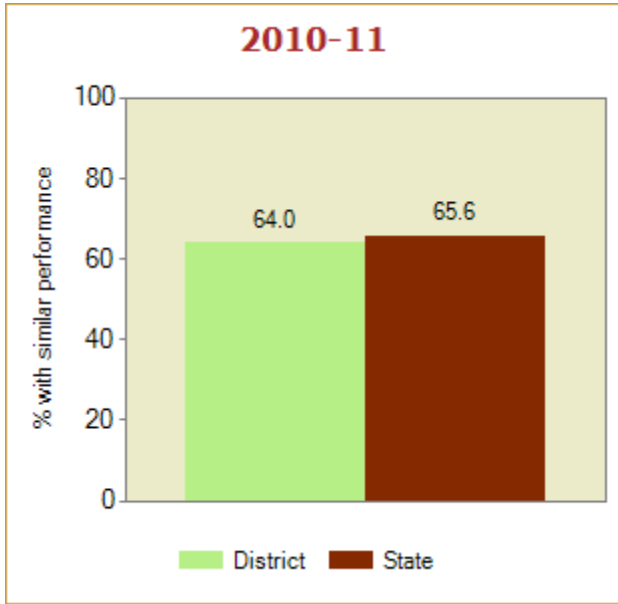


Narrative:

Seventy-six and a half percent of the current 7th graders passed the reading MSP in the 6th grade. However, based on recent data a significant number do not pass in 7th grade. One constant that remains a weakness is the strand of reading comprehension. Further analysis shows that students in the "bubble" zone (10 points below and above passing) consistently drop and therefore need to be targeted for overall growth with emphasis in reading comprehension.

7th grade writing (Current 8th graders)

7th Grade Purpose to Persuade



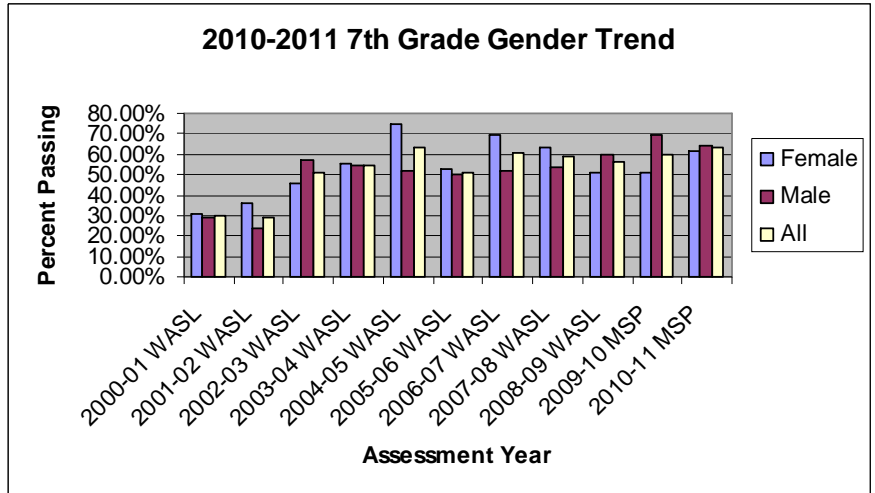
Narrative:

Seventy-eight and one tenth percent of the 7th graders passed the writing MSP. This data is the highest to date for View Ridge and is seven percentage points above the state average. Of the two modes of writing tested, writing to persuade is the only strand that View Ridge is below the state average and therefore, an area of focus.

Mathematics:

7th Grade Math

Year	Female	Male	All
2000-01 WASL	30.70%	29.40%	30.00%
2001-02 WASL	36.40%	23.50%	29.30%
2002-03 WASL	45.90%	56.80%	51.00%
2003-04 WASL	55.20%	54.30%	54.80%
2004-05 WASL	74.60%	52.10%	62.90%
2005-06 WASL	52.60%	50.00%	51.30%
2006-07 WASL	69.50%	52.10%	61.00%
2007-08 WASL	63.70%	53.60%	58.50%
2008-09 WASL	51.30%	60.00%	56.00%
2009-10 MSP	50.60%	69.30%	59.40%
2010-11 MSP	61.90%	63.80%	62.90%



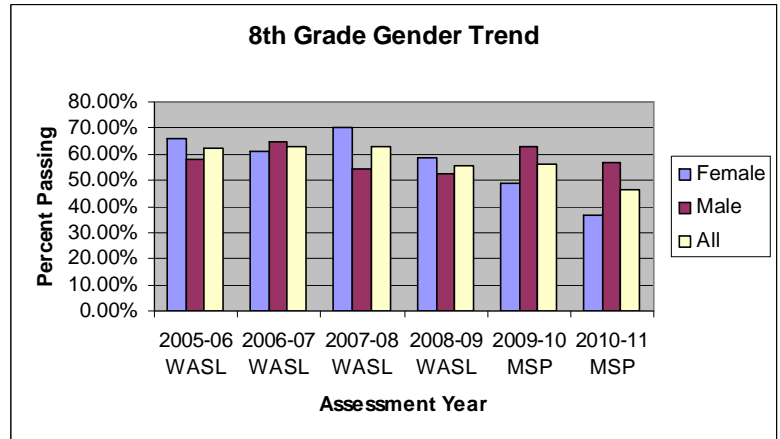
After reviewing the results from the 2010-2011 school year, the areas of concern to improve in the 2011-2012 school year were identified to be Number Sense and Algebraic Sense. These two areas are at or near the state performance average. However, while working toward improvement of the aforementioned content areas, the goal of View Ridge Math Department is to retain performance in Measurement & Geometric Sense, Probability & Statistics, Problem Solving & Reasoning and Procedures & Concepts.

In addition, large performance gaps are apparent between genders. The View Ridge Math Department will work toward differentiating lessons to reach all student learning styles in an effort to bring female scores up to the level of male scores.

The goal of View Ridge Math Department is to use the 2010-2011 scores to guide instruction for the 2011-2012 school year.

8th Grade Math

Year	Female	Male	All
2005-06 WASL	66.20%	58.30%	62.30%
2006-07 WASL	61.30%	65.00%	63.10%
2007-08 WASL	70.20%	54.40%	63.20%
2008-09 WASL	58.90%	52.70%	55.80%
2009-10 MSP	48.70%	62.60%	56.20%
2010-11 MSP	36.50%	57.00%	46.30%



After reviewing the results from the 2010-2011 school year, all strand areas need improvement in the 2011-2012 school year. S strand areas of the highest importance are Probability & Statistics, Problem Solving & Reasoning and Measurement & Geometric Sense. These three areas are well below the state performance average. However, while working toward improvement of the aforementioned content areas, the goal of View Ridge Math Department is to retain performance in Number & Algebraic Sense and Procedures & Concepts.

In addition, large performance gaps are apparent between genders. The View Ridge Math Department will work toward differentiating lessons to reach all student learning styles in an effort to bring female scores up to the level of male scores.

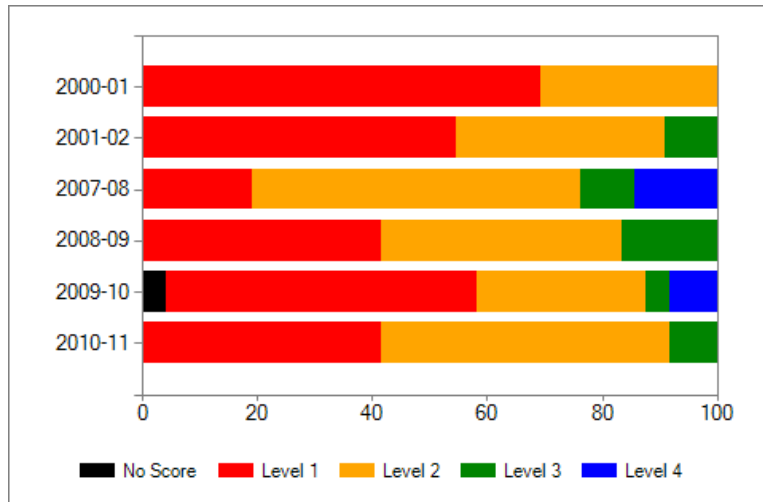
The goal of View Ridge Math Department is to use the 2010-2011 scores to guide instruction for the 2011-2012 school year.

Special Education MSP Strands:

Grade 7 Students Scoring in Each Level

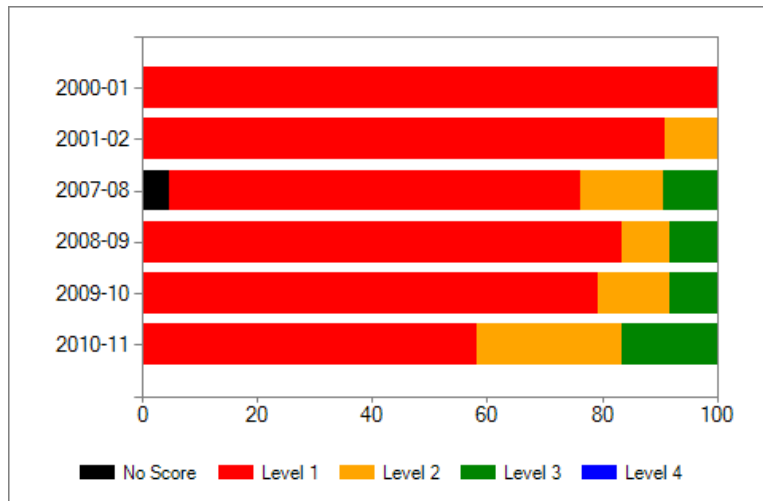
School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2000-01	0.0%	69.2%	30.8%	0.0%	0.0%
2001-02	0.0%	54.5%	36.4%	9.1%	0.0%
2007-08	0.0%	19.0%	57.1%	9.5%	14.3%
2008-09	0.0%	41.7%	41.7%	16.7%	0.0%
2009-10	4.2%	54.2%	29.2%	4.2%	8.3%
2010-11	0.0%	41.7%	50.0%	8.3%	0.0%

Reading



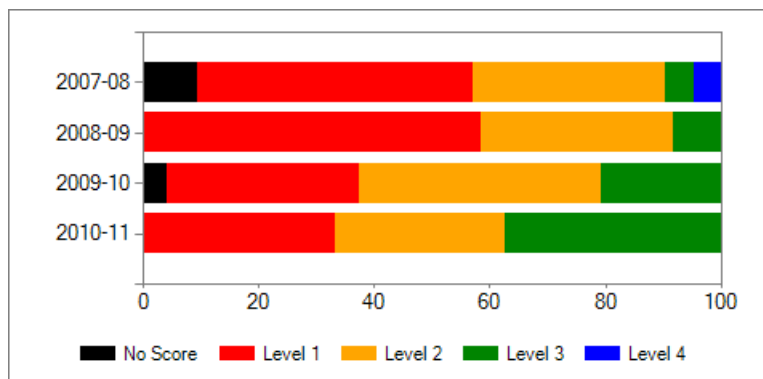
Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2000-01	0.0%	100.0%	0.0%	0.0%	0.0%
2001-02	0.0%	90.9%	9.1%	0.0%	0.0%
2007-08	4.8%	71.4%	14.3%	9.5%	0.0%
2008-09	0.0%	83.3%	8.3%	8.3%	0.0%
2009-10	0.0%	79.2%	12.5%	8.3%	0.0%
2010-11	0.0%	58.3%	25.0%	16.7%	0.0%



Writing

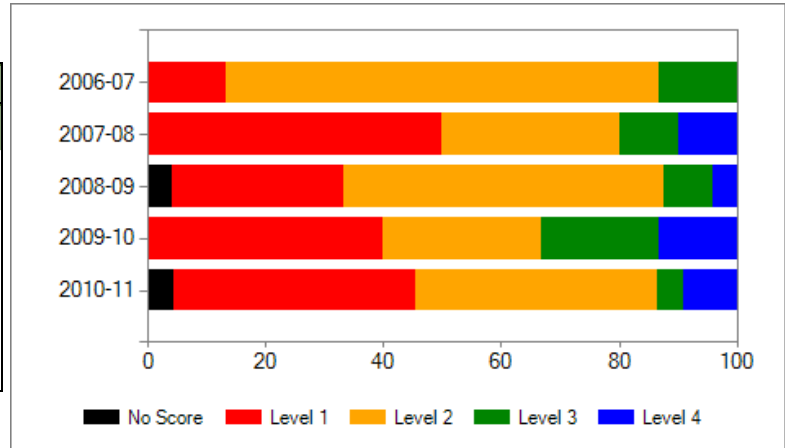
School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2007-08	9.5%	47.6%	33.3%	4.8%	4.8%
2008-09	0.0%	58.3%	33.3%	8.3%	0.0%
2009-10	4.2%	33.3%	41.7%	20.8%	0.0%
2010-11	0.0%	33.3%	29.2%	37.5%	0.0%



Grade 8 Students Scoring in Each Level

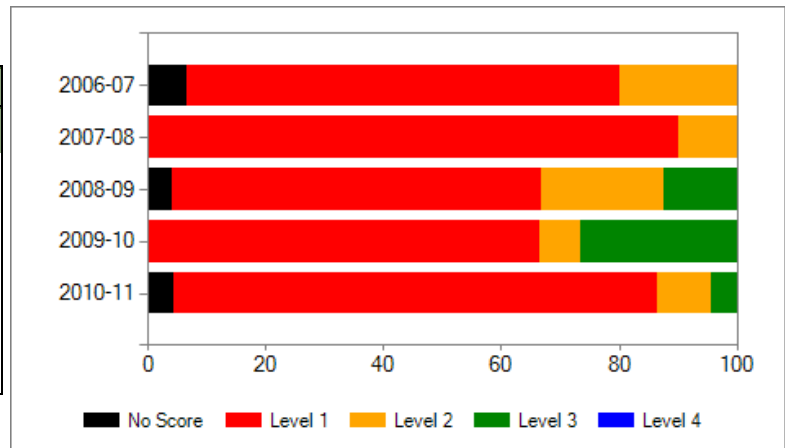
Reading

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2006-07	0.0%	13.3%	73.3%	13.3%	0.0%
2007-08	0.0%	50.0%	30.0%	10.0%	10.0%
2008-09	4.2%	29.2%	54.2%	8.3%	4.2%
2009-10	0.0%	40.0%	26.7%	20.0%	13.3%
2010-11	4.5%	40.9%	40.9%	4.5%	9.1%



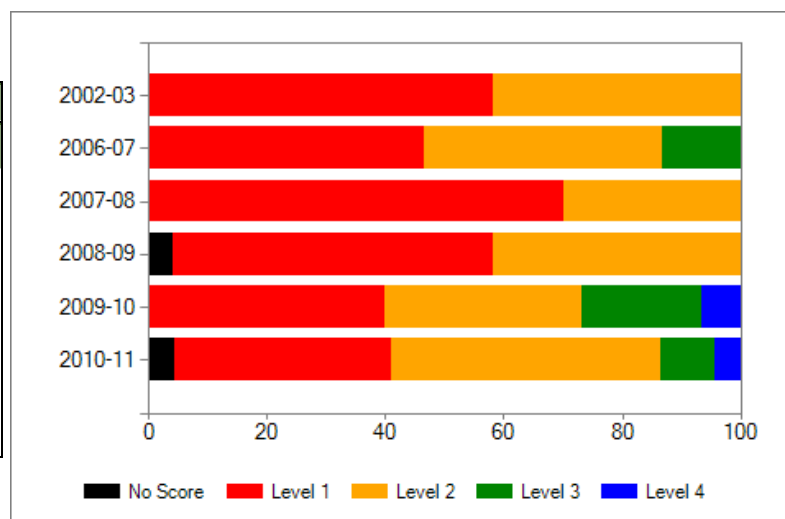
Math

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2006-07	6.7%	73.3%	20.0%	0.0%	0.0%
2007-08	0.0%	90.0%	10.0%	0.0%	0.0%
2008-09	4.2%	62.5%	20.8%	12.5%	0.0%
2009-10	0.0%	66.7%	6.7%	26.7%	0.0%
2010-11	4.5%	81.8%	9.1%	4.5%	0.0%



Science

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2002-03	0.0%	58.3%	41.7%	0.0%	0.0%
2006-07	0.0%	46.7%	40.0%	13.3%	0.0%
2007-08	0.0%	70.0%	30.0%	0.0%	0.0%
2008-09	4.2%	54.2%	41.7%	0.0%	0.0%
2009-10	0.0%	40.0%	33.3%	20.0%	6.7%
2010-11	4.5%	36.4%	45.5%	9.1%	4.5%



Special Education MSP Strands-10/05/2011

Seventh Grade Students-Reading Strand Areas

Comprehension- A total of 4.2% passed in this strand.

Analysis- A total of 12.5% passed in this strand.

Critical Thinking- A total of 4.2% passed in this strand.

Literary Text- A total of 16.7% passed in this strand.

Informational Text- A total of 4.2% passed in this strand.

E ighth Grade Students-Reading Strand Areas

Comprehension- A total of 23.8% passed in this strand.

Analysis-A total of 19% passed in this strand.

Critical Thinking- A total of 28.6% passed in this strand.

Literary Text- A total of 23.8% passed in this strand.

Informational Text- A total of 14.3% passed in this strand.

7th/8th grade reading-ANALYSIS

In analyzing the data, it appears that although Special Education students did not pass the MSP, at a level 3 in the area of reading, many moved from a Level 1 to a Level 2 on the state test. Based on this data, this will be the area that we have chosen to set our SMART goal for the 2011-2012 school year.

Seventh Grade Students-Math Strand Areas

A total of 33.3% of our Special Education population passed in the strand of probability/statistics, which was this sub group's highest strand. There second highest passing strand was at 12.5% in the strands of procedures/concepts and problem solving/reasoning skills.

E ighth Grade Students-Math Strand Areas

A total of 9.5% of our Special Education population passed in the strands of probability/statistics and problem solving/reasoning skills.

7th/8th grade math-ANALYSIS

Many students receive accommodations for reading while taking the test, which has helped them access the material, as well as widen the Level 2 area. Both 7th and 8th grade groups were strongest in probability/ statistics and problem solving/ reasoning response questions. This year we plan to continue reviewing each strand and spend less time on the probability/statistical portion to allow more instructional time spent on other strands, such as building continued number sense and algebraic sense.

7th grade writing-ANALYSIS

In the area of writing, 37.5% of Special Education students passed the MSP test at a Level 3. This validates continued use of the Step-up-to Writing program used in the resource room.

The above data included 46 of our Special Education students, who participated in each of the MSP tests.

Goal: Improve student performance on specific CBA's attached to physical fitness and health over the next three years with 100% participation. In addition students will develop a greater understanding of their own personal fitness and health habits with emphasis on lifelong maintenance.

SMART Goal: In year two 80% of the students at View Ridge will meet or exceed a passing grade of (3) or above on a scoring rubric (1-4), according to the Curriculum Based Assessment issued by the State of Washington.

Narrative: The students at View Ridge will learn about physical fitness and health topics related to the curriculum based assessments established by the state. My goal is for 80% of the students to achieve a score of a 3 or 4 (3 is the standard) in year 2 (2011). With a goal that the 80% will continue to increase by 5% each year for the next four years ending with 100% of students meeting the standard by 2015. Note that in year one students fell short of my expected goal of 80% passing with at least a 3 on the rubric...additional practice and modeling of appropriate attention to the task along with incorporation of this testing into grading accountability is a focus in year 2011-2012.

Strategy: Periodically assess students on performance relating to both physical fitness and health; check on progress; ask for feedback from administration (walk through). Formative and summative assessments continued, daily questions information added to personal composition notebooks on a regular basis...evaluation of PE and Health CBA's to see what improvements could be made to reach goals. Attendance across our plc meetings (Language Arts) and focus on the listening and comprehension piece of student learning.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Incorporate composition notebooks into PE/Health	Time needed to review and reflect on skills and information relating to CBA	Unit Specific...12 week PE...6 week Health	Young	Weekly composition book checks, recorded in grade book. Checking daily for listening and comprehension of both oral and written formats.
Integration of language arts standards – 6 traits of writing. Reading , listening and comprehension focus on lesson plans	Training in and understanding of the language arts standards...emphasis in reading and comprehension.	1 st Semester	Brad Young, Chris Griffith, assistance from language arts PLC	Various writing assignments to be double scored by PE teacher and LA PLC. Supplemental comprehension and listening activities.
Model examples of CBA showing scores of 2,3,4	Time to review samples from OSPI...include examples of previous years	1 st and 2 nd semester	Brad Young	Incorporate various questioning samples from daily composition entries.
Seek cross curricular input from History classes...culture groups, specific health and fitness practices from different backgrounds	Time to meet and propose interactions between PE/Health language and history teachers	1 st and 2 nd semester	Brad Young	Written plan and Physical presentation of material

CBA review, applying grading to assigned work, assessments both written and auditory.

Goal: Improve MSP math scores.

SMART Goal: Improve the problem solving and reasoning component scores on MSP math assessment.

Narrative: While looking at MSP math data from incoming 6th, advancing 7th, and outgoing 8th grade students, I noticed that students could use improvement in the problem solving and reasoning component and analysis component of the MSP math assessment.

Strategy: Integrate math problem solving and reasoning into Applied Technology STEM curriculum.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Integrate math problem solving and reasoning into 7 th grade Applied Technology STEM curriculum (robotics, computers, media, engineering, and design).	N/A	August 2011- January 2012 (7 th Grade)	Mr. Tylor Hankins	Regular (daily and weekly) formative and summative assessments.
Integrate math problem solving and reasoning into 8 th grade Applied Technology STEM curriculum (robotics, computers, media, engineering, and design).	N/A	January 2012-June 2012 (8 th Grade)	Mr. Tylor Hankins	Regular (daily and weekly) formative and summative assessments.

Procedures for evaluating success in reaching this goal: Improvement in 7th and 8th grade math problem solving and reasoning component of MAP and MSP assessments.

Goal: To administer the CBA test

SMART Goal: To prepare students for and administer the CBA test "Sculptures in the Park" to 100% of my 8th grade art students by the end of the 1st semester for the 2011/ 2012 school year. All students will score at least 80% on this test.

Narrative: I am a new teacher in the district and I decided I needed to start by administering the CBA tests for art so that I could have some comparative data for years to come.

Strategy: I will structure my curriculum to prepare and introduce students to the CBA testing format and vocabulary. I will do a pre-test by creating a similar lesson and then utilize the OSPI website to administer the actual test.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Review and print the CBA lesson "Sculptures in the park."	CBA packet found on the OSPI website with updated examples.	Sept. 2011	Kurowski	I will have the test in hand, examples and a model to create my sample lesson plan around.
Create a similar lesson, which introduce vocabulary, materials and the CBA test format.	CBA packet found on the OSPI website with updated examples. Materials and a lesson plan I, which I will create.	Sept. 2011	Kurowski	Students will be familiar with the test format and vocabulary.
Implement more writing, reading, critical thinking and analyzing skills in the classroom to prepare students.	To implement more written art critique through – classroom critiques, self – reflections, rubrics, sticky notes and project research.	Sept. 2011	Kurowski	Students will feel prepare for the test and feel comfortable with the test format.
Administer the test	Copies of the test and students.	Oct. – Nov. 2011	Kurowski	Students will feel successful and comfortable with the test
Grade the test	pen	Nov. 2011	Kurowski	Students will have all taken the test and be successful.
Analyze and review the test results with students	Graded tests and students	Nov. 2011	Kurowski	Students will be able to express their strengths and weakness with the test.

Procedures for evaluating success in reaching this goal: All 8th grade art students will have taken the CBA test and scored at least 80%. I will also have test scores as comparative data for the 2012 – 2013 school year.

Goal: Improve student reading and writing skills through interdisciplinary work.

SMART Goal: All students will select a discipline to research a project that can be constructed in Industrial Arts class. Through their reading and writing during research, student's comprehension and writing skills will be given the opportunity to grow through the project construction process.

Narrative: At present, student reading scores have shown a trend to remain stagnant and have dropped in many areas, especially analysis and critical thinking. With more emphasis on reading and reporting through the project based construction, it will improve student performance in these areas while at the same time, students will enjoy and learn the project phase of industrial arts.

Strategy: Construct an interdisciplinary project from amongst the core areas and industrial arts that will require research, reading and writing to help strengthen the core areas of reading and writing.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Instructor will assign each student the task of making a wood project using another core area to select that project. Ex:Science- bird feeder and then report.	Article from class or research from the internet	One project in this area per semester	Kent Bennett	Students reading and writing scores will increase through daily assignments in language arts and show an increase in scores in state testing when all classes continue to work on these areas in their discipline. It is desired to increase scores by 25%.
Instructor will have several examples of projects related to other school disciplines. Selected projects will be researched, plans made, a report will be written using proper grammar and conventions along with related sources. Students will then construct the wooden project.	Articles from class or research from the internet	One project in this area per semester	Kent Bennett	Students and teacher will fill out a scoring rubric for each project with a score of at least 90%.

Procedures for evaluating success in reaching this goal: Student writing and project score will have a final percentage grade of at least 90%

Goal: To continue to have success in the number of students who pass the CBPA.

SMART Goal: My goal is to use a different, revised CBPA. I will give the 8th graders 2 CBPA's this year. My goal is to have 100% of my 8th graders take the test.

Narrative: I will give the pitch and rhythm CBPA and look for 90% passing rate. I will also give a music analysis CBPA to start a new data trend and expand musical ideas.

Strategy: Spend more time in class on a more broad view of music.				
Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
I will spend time on sound production and how to achieve it in correct rhythm and pitch.	I will be using sight singing curriculum, sheet music, computer /microphone for recording and staff paper.	2011-2012 school year, by the end of March	Stephanie Bloom	When the lessons are finished I will give assessments based on the activity with a very specific rubric based on the CBPA rubric. I will hear it in the music created by the class.
I will spend time on the other aspects of music that have more to do with listening, hearing and explaining and analyzing music.	I will use recordings, paper, pencil and ideas from the curriculum from past music years.	2011-2012 school year, by the end of May.	Stephanie Bloom	When the lessons are finished I will give assessments based on the activity with a very specific rubric based on the CBPA rubric. I will read it in the answers they write.
Procedures for evaluating success in reaching this goal: I will use the data of the percentage of students who pass or fail the CBPA's.				

Goal: To support the Language Arts/Core teachings in the quest for higher reading scores.

SMART Goal: Give each class at least 1-2 reading assignments per quarter based on the areas of lowest scoring.

Narrative: Students will be asked to find information in text, analyze it and think critically about it. They will be graded based on state GLE and EALR's for language arts and music.

Strategy: Find reading material pertaining to the work we are doing in class.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Give the students reading material. Have them look for answers, inferences, and analyze what they read.	I will need to meet with the language arts teachers during collaboration to find the best way to help the students succeed in this area.	2011-2012 school year	Stephanie Bloom, language arts dept.	When the lessons are finished I will give assessments based on the activity with a very specific rubric based on the GLE's and MAP testing in language arts. I will read the answers given by the students.

Procedures for evaluating success in reaching this goal: Test scores on MAP and MSP will increase.

Goal: Continue the upward trend in 7th grade MSP writing scores.

SMART Goal: The 7th Grade cohort will increase their MSP scores to 80% in writing.

Narrative: Students at VRMS have traditionally shown an increase in writing scores. While looking at the data, the state assessment scores have increased substantially over the last five years. We want to continue this trend and have selected a 2 percentage point growth.

Strategy: We are continuing to create a common curriculum which will help us meet our goals. We are in the process of creating common assessments to administer. All VRMS teachers share the responsibility of teaching writing in their content area.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Pre and post writing assessment.	PLC time Common writing resources	Twice per semester.	Ford Cowell Nelson	Use common rubric to compare student results and evaluate student progress.
MSP released items		Monthly	All	Compare student results
Common assessments		Quarterly	All	Compare student results
MAP		3 times a year	District	Compare student results and evaluate growth over time.
Provide multiple opportunities for writing process in expository and persuasive modes.	Read <i>Blowing Away State Writing Assessment</i> by Jane Bell Kiester	On-going	All	Through formative and summative assessment.

Procedures for evaluating success in reaching this goal: MSP performance

Goal: Increase MSP reading scores.

SMART Goal: The 7th Grade cohort will increase their MSP scores to 80% in reading.

Narrative: Over time students have traditionally scored lower in reading from 6th to 7th grade at district and state levels. We wish to reverse this trend and encourage even greater growth than they have demonstrated in the past.

Strategy: We are continuing to create a common curriculum which will help us meet our goals. Greater emphasis will be spent on analyzing data to help us identify areas of concern.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Provide multiple opportunities in comprehension through informational and literary text.	PLC time Common reading resources	Continuously with each unit.	Ford Cowell Nelson	Use Common assessment results and review of student progress on classroom assignments.
MSP released items		Monthly	All	Compare student results
Common assessments		Quarterly	All	Compare student results
MAP		3 times a year	District	Compare student results and evaluate growth over time.

Procedures for evaluating success in reaching this goal: MSP performance

Goal: Increase MSP reading scores.

SMART Goal: The 8th Grade cohort will increase their MSP scores to 70% in reading.

Narrative: The 2010-2011 reading scores showed a significant drop from the previous year. Our goal is to increase scores that meet or exceed the state's average.

Strategy: We are continuing to create a common curriculum which will help us meet our goals. Greater emphasis will be spent on analyzing data to help us identify areas of concern.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Provide multiple opportunities in comprehension and critical thinking through informational and literary text.	PLC time Common reading resources	Continuously with each unit.	Ford Cowell Nelson	Use Common assessment results and review of student progress on classroom assignments.
MSP released items		Monthly	All	Compare student results
Common assessments		Quarterly	All	Compare student results
MAP		3 times a year	District	Compare student results and evaluate growth over time.

Procedures for evaluating success in reaching this goal: MSP performance

Goal: Improve all science strands: Domains, Systems, Application, and Inquiry with a particular emphasis on Inquiry.

SMART Goal: We want to increase the percentage rate of students that pass the 2011-2012 Science MSP to 75%. (70% of students passed the 2010-2011 Science MSP.) We want to increase the percent of students who met the standard score in the Inquiry domain from last year's 46% to 55%.

Narrative: After evaluating the MSP results from 2010-2011, we discovered that Inquiry needs the most improvement. (In reviewing the low reading scores for this particular class of students, we feel that a 5% increase is attainable.)

Strategy: We will continue to utilize resources from the OSPI website, such as the Powerful Classroom Assessments and new templates to construct Inquiry scenarios. We will integrate reading comprehension strategies into the science curriculum and acquire more reading materials for our content area. We will continue to ensure that all activities used from the STC and FOSS kits correspond with state standards, and we will supplement materials as necessary.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
We will also use the new updated vocabulary list from OSPI.	Collaboration with PLC	During each unit. Review before MSP.	Science dept.	Vocabulary activities, quizzes, and sections of unit assessments.
Utilize the Powerful Classroom Assessments provided by OSPI. Use at least 3 before MSP.	Collaboration with PLC.	As each assessment applies to the curriculum. (For example) Clean Water-after Weather Electricity to Light-after Energy Tree Stump-after forces and motion Soccer Soaker	Science dept.	Summative evaluation of PCA's.
Apply the "research" component of the Inquiry process more effectively.	Improve staff effectiveness in teaching "research" component. We need training on this.		Science dept.	Formative and Summative Students will demonstrate understanding of the term "research".
Have students practice the test item specifications from OSPI				
Designing effective science investigations.	Collaboration with PLC.	Ongoing	Science dept.	Formative and Summative
Analyze results of science investigations.	Collaboration with PLC.	Ongoing	Science dept.	Formative and Summative

Procedures for evaluating success in reaching this goal: We will use classroom summative and formative assessments. We will monitor scores on specific strands on the science MAP test. We will analyze results of the 2011-2012 MSP test.

Goal: Improve math MSP scores in both grade levels

SMART Goal: The percentage of 7th grade students who will pass the math section of the MSP will increase from 62.9 to 70.3 from the 2010-2011 school year to the 2011-2012 school year.

The percentage of 8th grade students who will pass the math section of the MSP will increase from 46.3 to 66.9 from the 2010-2011 school year to the 2011-2012 school year.

The achievement gap between males and females will be reduced from the 2010-2011 school year to the 2011-2012 school year.

Narrative: After reviewing the results from the 2010-2011 school year, the areas of concern to improve in the 2011-2012 school year for 7th grade were identified to be Number Sense and Algebraic Sense and Measurement and Geometric Sense. The areas of concern for 8th grade were Measurement and Geometric Sense and Problem Solving/Reasoning. In seventh grade only 54.1% of students met the standard in Number Sense and Algebraic Sense and 54.1% of students met the standard in Measurement and Geometric Sense. In 8th grade, only 43.6% met the standard in Measurement and Geometric Sense and 44.2% met the standard in Problem Solving/Reasoning.

In addition, although gaps were reduced between the 2009-2010 school year and the 2010-2011 school year, performance gaps are still apparent between genders. The View Ridge Math Department will work toward differentiating lessons to reach all student learning styles in an effort to decrease the gap between genders.

Based on the 2010-2011 school year, the disparity between 7th grade females and males meeting the MSP standard for math was 1.8%. The disparity between the genders in 8th grade was 3%. In 7th grade, females were identified to have scored lower than males and in 8th grade, males scored lower than females.

Strategy: Please see above.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Utilize supplemental material provided by curriculum	Time needed to research and review supplemental materials	Daily	Math Teachers	Formative assessments/student feedback
Utilize additional supplemental materials	Time needed to research additional materials	Daily	Math Teachers	Walk through; student performance on MSP
Utilize materials from the OSPI website; specifically math MSP related questions	Time needed to research, communication between department	Daily	Math Teachers	Formative and Summative assessments, MSP data
Conscious use of gender-neutral questions and examples and/or a balance between (generally) female and male directed questions	Time needed to review questions and examples.	Daily	Math Teachers	Comparative analyses of formative/summative assessments

Procedures for evaluating success in reaching this goal: The Math Department at View Ridge Middle School will analyze the data from the 2011-2012 MSP to determine success in our goals.

Goal: Improve student performance on Social Studies CBA scores over the next five years with 100% of student participation

SMART Goal: Based on 2010-2011 student scores only 20% of the 7th graders and 49.6% of the 8th graders passed. For the 2011-2012 school year, 70% of the 7th graders and 80% of the 8th grade students at View Ridge will meet or exceed a passing score of a (3) on a scoring rubric (1-4), according to the Curriculum Based Assessment issued by the State of Washington.

Narrative: The seventh and eighth graders at VRMS will learn how to research and develop their topics, ideas, citations, and how to read scoring rubrics in relation to the Curriculum Based Assessment's from 2010 – 2014. Our goal is for 75% of the students to receive a 3 or 4 (3 is the standard) in year three 2011- 2012. With a goal that the 75% will continue to increase by 5% each year for the next two years ending with 85% of kids meeting the standard by year 2013 - 2014.

Strategy: Students will practice how to research and develop their topics, ideas, citations, and how to read scoring rubrics. Students will periodically be checked on these skills through assignments, projects, and research papers. Brief checks will be made with each student at VRMS to make sure progress is being made. We will ask for student voice on better ways that teachers can help students through the course of the year and have students write a reflection after each of the Classroom Based Assessments. We will ask for feedback from administration (learning walks); formative and summative assessments; final evaluation of CBA's to see what improvements can be made to reach our 2014 goal as a history team during our collaboration time.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Develop research skills pertaining to informational text connecting to the CBA's	Time needed to pinpoint what research skills are necessary to complete the given CBA	Ongoing	Aaron Broeckel, Justin Nelson, Leilani Lamoreaux	Assess student's using daily assessments, quiz or test format.
Utilize supplemental materials provided by OSPI	Time to access the OSPI website	Ongoing	Aaron Broeckel, Justin Nelson, Leilani Lamoreaux	Provide students with enough materials essential to the task for the teacher and student
Make use of additional supplemental materials	Time to review supplemental materials	Ongoing	Aaron Broeckel, Justin Nelson, Leilani Lamoreaux	Provide students with enough materials essential to the task for the student
Collaborate with L.A. to support writing	Meet with the Language Arts department here at VRMS	Periodically	Aaron Broeckel, Leilani Lamoreaux, Justin Nelson	Assess student's using daily assessments, quiz or test format
Model CBA examples of various scores (0,1,2,3,4)	Time to access samples from OSPI or previous years	Throughout the year	Aaron Broeckel, Justin Nelson, Leilani Lamoreaux,	Students will score previous papers of their own to grasp the knowledge of the CBA rubric.

Procedures for evaluating success in reaching this goal: This goal will be measured using the CBA given at two different times throughout the year, with the first being a practice CBA and the 2nd being an independent, required assessment for the State.

Goal: Our goal is to improve reading scores.

SMART Goal: Ten percent of 7/8th grade students, having 80% attendance or better, will demonstrate academic proficiency in the area of reading on the state MSP test by understanding the meaning of what is read (State Reading Standard 2,

Narrative: We chose this as our goal due to the regression we saw in the area of reading. Many of our students improved greatly in writing in both grades, although not measured for 8th grade on state tests. We feel much of our instruction was centered around writing due to a higher level of proficient readers on the previous year's state test. Although both areas were addressed weekly.

Strategy: We will collaborate with other PLC's in order to better integrate general education content and reading methods as related to informational text.

Reading anthologies, supplemental content readings, Weekly Readers, and Read Naturally materials will all be used in small group instruction. Weekly probes are used to evaluate gains in fluency and comprehension.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
			Danielle Pull and Kathryn Goodman	Weekly Probes/Skill Sheets
Text Anthologies	Para support	weekly	Pull/Goodman	Weekly Probes
Chapter/Leveled Books	Para support/library	weekly	Pull/Goodman	Weekly Probes
Increased use of informational texts		weekly	Pull/Goodman	Weekly Probes
Collaboration with language arts department		Wed. meetings	Pull/Goodman	Weekly Probes

Procedures for evaluating success in reaching this goal: Weekly goal monitoring of all IEP goals is ongoing. The final evaluation of this MSP goal is MSP outcomes for the spring of 2012.

SCHOOL IMPROVEMENT GOALS

GOAL #1

Major Goal #1 Stated in Measurable Terms:

To increase student achievement, View Ridge Middle School will design and implement staff development opportunities on best instructional and assessment practices for each student, with particular focus on our subgroup populations.

	Significant Goal Related Activities:	Evaluation Measure:	Person(s) Responsible:
2009/2010	• Cross curricular integration – Monthly curriculum map and 2-3 cross curricular units	Staff feedback, student survey	All Staff
<i>Moved from 2008/2009</i>	• Review Authentic Assessment, Formative and Summative Assessment and Curriculum embedded assessments.		All Staff
	• Book study, <u>Results Now</u> . Small volunteer teacher group to receive training and implement “Lesson Study” model.	Participating staff feedback	Volunteer staff, La Center staff member for training
	• Creation of Course Framework	Course Framework	All staff (departmental)
	• Creation of Learning Outcomes for each unit of study	Unit Learning Outcomes	All staff (departmental)
2010/2011	• Cross curricular integration – Monthly curriculum map, 2-3 cross curricular units and 1 grade level themed unit	Staff feedback, student survey	All Staff
	• Implement Formative and Summative assessments. Reflect on the impact on student learning.	All Staff	All Staff
	• Revision of Course Framework and Learning Outcomes for each unit of study	Course Framework, Unit Learning Outcomes	All staff (departmental)
	• Quarterly department Common Assessments created, administered, and reviewed for teaching strategies impacting student learning	Common Assessment data and meeting minutes	All staff (departmental)
<i>Moved from 2009/2010</i>	• Background poverty training, during staff meeting (staff development)	Percentage growth on MSP for sub-groups, monthly staff meeting minutes	District trainers, ESD support material
2011/2012	• Cross curricular integration – Monthly curriculum map, 2-3 cross curricular units and 1 grade level themed unit	Staff feedback, student survey	All Staff
<i>New</i>	• Small volunteer teacher group to receive training on “Lesson Study” model and implement at View Ridge.	Participating staff feedback	MAST staff
<i>New</i>	• Staff development centered on interventions for students in our sub-group populations (low-income, SpEd)	Percentage growth on MSP for sub-groups	District trainers, ESD support material
<i>New</i>	• Revision of Learning Outcomes for each unit of study	Unit Learning Outcomes	All staff (departmental)
<i>New</i>	• Quarterly department Common Assessment work continued, monthly conversations focused on student learning as supported with data	Common Assessment data and meeting minutes	All staff (departmental)
Ongoing	• Review MSP and MAP assessment scores to identify weaknesses	Percentage growth on identified weaknesses, September 22 and 23	All Staff
	• Departments will create sub-goals to support and strengthen student achievement areas that need improvement (SMART goals)	Examine state testing data	Departments
	• Monthly collaboration time to review assessment practices and new techniques	Minutes, increased correlation between learning targets and test items, student surveys	All Staff
	• Collaborate on classroom assessment practices	Department meeting shares as noted in minutes	All Staff
	• Integrate technology into instruction (examples: distributive sound system, Airliners, Turning Point software, document cameras, Smart Boards, etc.)	Staff sharing/help sessions	All Staff

GOAL #2

Major Goal #2 Stated in Measurable Terms:

All members of the View Ridge community will continue working toward enhancing a safe and healthy learning environment.

	Significant Goal Related Activities:	Evaluation Measure:	Person(s) Responsible:
2008/2009	<ul style="list-style-type: none"> • Compile baseline data of current status on school climate 	Healthy Teen Survey, discipline history	Administration
	<ul style="list-style-type: none"> • Staff will participate in research to examine other school structure models: (Teaming, looping, configuration and schedule) 	Site visit evaluation forms; guest speakers and resident "experts", committee minutes, staff feedback	All Staff
	<ul style="list-style-type: none"> • PBS/PBIS Introduction and staff decision. If approved, start Phase 1 in Spring 	Staff Handbook, staff meeting minutes, staff vote	Griffith
	<ul style="list-style-type: none"> • SIT (Student Intervention Team) form creation and related staff training 	Individual WASL score improvement for identified students	Griffith, Gonzales
	<ul style="list-style-type: none"> • Health curriculum review and staff training 	Health adoption and schedule	Health Task Force
2009/2010	<ul style="list-style-type: none"> • PBS/PBIS Continue conversation and staff discussion – decision for 2010/2011 	Staff vote and possible PBS Notebook	PBS Team
	<ul style="list-style-type: none"> • Rachel's Challenge – bring presentation to school 	September 30 th , student behavior data	Griffith/Gonzales
	<ul style="list-style-type: none"> • Implement Rachel's Challenge curriculum (first step) 2009/2010 & 2010/2011 		Griffith/Gonzales
	<ul style="list-style-type: none"> • Health curriculum taught to all 7th and 8th graders 	Schedule, student grades, staff feedback	Health Task Force
2010/2011	<ul style="list-style-type: none"> • PBIS ESD classes 	PBIS Handbook	PBIS Team
	<ul style="list-style-type: none"> • Implement 2nd Step A Violence Prevention Curriculum. 	Dates of implementation, student behavior data, student survey	Gonzales
	<ul style="list-style-type: none"> • Rachel's Challenge – second step 		Griffith/Gonzales
	<ul style="list-style-type: none"> • Healthy Teen survey (8th grade) and in house healthy survey (7th grade) 	Copies of survey, survey results and recommendations for change based on survey results	Gonzales
	<ul style="list-style-type: none"> • Monthly goal setting/character development meetings with school advisors 	Lesson plans, student reflections, goal setting pages in planners	Gonzales, all staff
	Appreciation of Diversity through advisory groups		
2011/2012	<ul style="list-style-type: none"> • Continue monthly goal setting/character development meetings with school advisors. Focus on character development goal. 	Lesson plans, student reflections, goal setting pages in planners	Counselor, all staff
<i>New</i>	<ul style="list-style-type: none"> • Regular (monthly) student recognition program - Student of the Month 	Student awards, records of recipients	Counselor, Principal
<i>New</i>	<ul style="list-style-type: none"> • Implement PBIS, tier 1 (foundation). Develop all school wide processes 	Timeouts, referrals, school wide expectations; PBIS Handbook, sub-group minutes	All Staff
	<ul style="list-style-type: none"> • Dare to Move school assembly - climate, culture with bully emphasis 	Student feedback, on-going advisory lessons, reduction in bullying offenses.	All Staff
Ongoing	<ul style="list-style-type: none"> • Anti-Drug/Alcohol curriculum 	Student involvement in Red Ribbon week and related clubs, student behavior data	Kirstin Benson
	<ul style="list-style-type: none"> • Healthy Teen survey (8th grade) and in house healthy survey (7th grade done in fall 	Copies of survey, survey results and recommendations	Kirstin Benson

GOAL #3

Major Goal #3 Stated in Measurable Terms:

View Ridge Middle School will operate as a Professional Learning Community.

Significant Goal Related Activities	Evaluation Measures:	Person(s) Responsible:	
2008/2009	• What are PLC's review and staff article reading	Staff meeting minutes, staff survey	SIP Team
2009/2010	• Review PLC key elements/structures/processes	Staff meeting minutes	SIP Team
	• View Ridge staff sets department structures/processes	Creation of structures/processes	All Staff
	• Ongoing PLC instructional practices, designed by departments, implemented in classrooms	Common assessments and review by trimester	All Staff
2010/2011	• Maintain PLC department notebooks	Binder check	All staff
	• Weekly PLC meetings	Minutes	All staff
	• PLC discussions centered on student learning (through student work) and assessment	Minutes	All staff
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2011/2012	• Maintain PLC department notebooks	Binder check	All staff
	• Weekly PLC meetings (late start collaboration - Wednesday)	Minutes	All staff
	• PLC discussions centered on student learning (through student work) and assessment	Minutes	All staff
	• Peer observations and reflection on best instructional practices	Number of peer observations conducted	All staff
Ongoing	• Professional Learning Community development		SIP Team
	• Book clubs - professional reading	Staff discussions, reflections, minutes	Self selected by staff