Canyon Creek Middle School
LAP & School Improvement Plan

2011-2012
Planning Team

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Caron McElhaney, CCMS Boosters President
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1. Comprehensive Needs Assessment

Table 1: Core Program Description

<table>
<thead>
<tr>
<th>Core Materials/Strategies</th>
<th>Content area (R or M)</th>
<th>Grade(s)</th>
<th>How much time?</th>
<th>How many days/week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDougall Littell Language of Literature</td>
<td>R</td>
<td>6-8</td>
<td>30 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Novels, newspapers,</td>
<td>R</td>
<td>6-8</td>
<td>30 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Required out of class reading practice</td>
<td>R</td>
<td>6-7</td>
<td>30 min/day</td>
<td>7</td>
</tr>
<tr>
<td>Connected Math</td>
<td>M</td>
<td>6-8</td>
<td>55 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Algebra I standards</td>
<td>M</td>
<td>8</td>
<td>55 min/day</td>
<td>5</td>
</tr>
</tbody>
</table>

(See Appendix A: Disaggregated MSP data)

READING

Spring 2011 MSP data shows 69.3% of students met the reading standard in grade 6, 54.6% of students met the reading standard in grade 7, and 73.8% of students met the reading standard in grade 8. Free and reduced lunch students performed at a comparable level in grade 6, but underperformed the group average by ~10% in grades 7 and 8. Zero special education students met the reading standard in grade 6, and only two students (11.1%) and one student (10%) in special education met the reading standard in grades 7 and 8.

Teachers use a variety of genres to stimulate student interest in reading. They teach a variety of reading comprehension strategies using the Language of Literature textbook and novel studies. The use of informational text varies.

Students in 7th grade are meeting the writing standard at a higher rate than they are the reading standard. Our fall easyCBM data shows 68%, 74%, and 59% of students in grades 6, 7, and 8 are at low risk of not meeting the standard in reading. Numbers below 80% indicate a need for a change in our core reading instruction.

MATH

Spring 2011 MSP data shows 46.6% of students met the math standard in grade 6, 47.4% of students met the math standard in grade 7, and 60.0% of students met the math standard in grade 8. At each grade level, free and reduced lunch students performed at a rate 5%-12% lower than the entire student body. Zero special education students met the math standard in grades 6 and 8 math, and two 7th grade special education students met standard.

CCMS fall 2011 easyCBM data shows only 39%, 43%, and 29% of students in grades 6, 7, and 8, respectively, are at low risk of not meeting the standard in math. This is significantly below the 80% at low risk that would indicate strong core instruction.

Teachers have developed a standards document for students to use to track their own progress towards mastery on individual standards.
Table 2: Supplemental Programs

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 180</td>
<td>Bridge to Algebra class (Mathia)</td>
</tr>
</tbody>
</table>

Table 3: Supplemental Programs Description

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Grade(s)</th>
<th>Frequency (Time and #days/wk)</th>
<th>Total # of Students</th>
<th>Ratio Adults:Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 180</td>
<td>6-8</td>
<td>110 min/5 days</td>
<td>15</td>
<td>1:15</td>
</tr>
<tr>
<td>Mathia</td>
<td>6-8</td>
<td>55 min/5 days</td>
<td>45</td>
<td>1:15</td>
</tr>
<tr>
<td>CRA Fraction Intervention</td>
<td>6-8</td>
<td>30min/30 days total</td>
<td>60</td>
<td>1:15</td>
</tr>
</tbody>
</table>

Read 180 is a research-based program proven to increase reading achievement. Of the 14 students in program for two or more trimesters at CCMS in 2010-2011, the average beginning Lexile level was 611, and the average ending Lexile level was 717. This increase of over 100 points represents two years' worth of progress in just nine months. Of these 14 students, just 3 have failed to make gains.

8th Grade Read 180 students showed a decrease of 2.67 in risk level (scale 0-6). 3 of 3 students decreased their risk level.
7th grade Read 180 students showed a decrease of 1.22 in risk level. 8 of 9 students decreased their risk level. 1 of 9 students risk level increased.
6th grade Read 180 students showed a decrease of 1.57 in risk level. 4 of 7 students decreased their risk level. 3 of 7 stayed the same.

easyCBM data shows students in intervention class making progress at a faster rate than general population.

Data from easyCBM also supports the math intervention class in 2010-2011 as being successful in increasing student achievement.

8th grade BTA students increased average of 8.4 percentile points for the year. All 8th grade students increased average of 7 percentile points.
7th grade BTA students increased 16 percentile points. All 7th grade students increased 5 percentile points.
6th grade BTA students increased 9 percentile points. All 6th grade students decreased 3 percentile points.
Mathia is a new textbook and software developed by Carnegie Learning. We have used the research-based Carnegie Learning Bridge to Algebra program the last six years. Mathia was developed specifically for middle school and is aligned to Common Core State Standards. Teachers are able to place students in specific lessons based on individual student needs and/or what pre-teaching or review students need in order to be successful in the general education math class. Because Mathia is a new product, it does not yet have conclusive research to support its effectiveness.

School Improvement Survey (see Appendix B)

CCMS staff, parents, and students were surveyed in May 2011 for their perceptions of evidence at Canyon Creek of the nine characteristics of high performing schools. Average scores ranged from 3.8 to 4.5 on a scale of 0 to 5. Vision received the highest rating from parents and students. The highest rating from staff was on Alignment, followed by Vision. Students’ lowest rating was in Parent and Community Involvement.

2. Schoolwide Reform Strategies

As part of a district initiative, staff will participate in implementation of a comprehensive assessment system (easyCBM) and increase use of data to drive instructional decision making.

Teachers will study the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices, and teachers in all subject areas will develop lessons that include explicit vocabulary instruction.

Math teachers will receive training and teach lessons using the Concrete to Representational to Abstract (CRA) Fraction intervention.

Teachers will participate in development of instructional pacing guides based on Washington State learning standards and/or Common Core State Standards.

Action Plans: (See Appendix C) Included in these plans are specific instructional strategies/practices, interventions, resources required, evaluation methods and professional development activities the building will use to enable students to meet the specific goals identified.

3. How We Ensure Instruction by Highly Qualified Teachers/Staff

The district’s human resources department reviews all employee files to ensure that teachers meet ‘highly qualified’ status within their current positions. In addition, they screen all applicants for new positions to ensure that only those teacher applicants who meet ‘highly qualified’ requirements are forwarded to building principals as potential candidates for new positions. This is similar to the process utilized when hiring para-educators - only those individuals meeting ‘high qualified’ requirements for a para-educator positions are forwarded to building principals for consideration of employment within all Title 1 schools.
• Highly Qualified Teachers: To be deemed highly qualified, teachers must have:
  o a bachelor's degree,
  o full state certification or licensure, and prove that they know each subject they teach.

• Highly Qualified Para-educators
  o Have a high school diploma or a GED and complete 48 hours at an institution of higher learning or
  o Obtain an Associate's Degree or higher or
  o Pass a State approved assessment that assessed the ability to assist in instructing reading, writing and math

4. Professional Development Activities

Professional development funds will be used to provide training, resources, and time for teachers to participate in developing instructional pacing guides and to develop lesson plans that include explicit vocabulary instruction. Teachers participating in the CRA Fractions Intervention received a full day of training on the protocol.

5. Strategies We Use to Increase Parental Involvement at CCMS

• Active PAC/Booster group meets with administrator monthly
• Parent input regarding school improvement requested at September Boosters/PAC meeting and also on school website
• Parent volunteers utilized in classrooms and for: picture day; vision, hearing, and scoliosis screening; Outdoor School; Open House; 100% Day Celebrations; field trip and dance chaperones; and athletic event workers.
• Parents support ASB fundraiser (Magazine/Cookie Dough sale) and Boosters fundraisers (Book Fair, eScrip, BoxTops, Cougar Clothing)
• Strong communication with parents through:
  o Regularly updated school website
  o Teacher classroom websites
  o Weekly Calendar emailed to all parents
  o On-Line Family Access
  o Frequent email communication with parents
  o Monthly Parent Newsletter on the web site
• Invite, advertise, and encourage attendance at:
  o Arena conferences for all students in Fall
  o Student led conferences for all students in Spring
  o 5th Grade Parent Night for incoming 6th graders and parents
  o 6th Grade Country Fair
  o 8th Grade Celebration
  o 8th Grade Project Presentations
  o Band/Choir performances
• School Improvement information requested yearly using Parent perception survey aligned to Nine Characteristics of High Performing Schools
6. How We Attract High-Quality, Highly-Qualified Teacher

The building works closely with district office personnel to ensure that all teachers in the district are aware of the increased opportunities for professional development for teachers assigned to this school. Teachers participate a minimum of twice monthly in content area PLCs (Professional Learning Communities). Portions of each staff meeting are dedicated to further professional development.

7. Plan for Assisting Students Transition between Grades

5th Grade Parent Info Night is held each June. Incoming 6th graders and their parents visit the school, meet the principal and teachers, and receive information on a typical 6th grade school day. Special Education students visit the special ed classroom and do a learning activity with the teacher and current middle school students.

All 6th graders take a Success Skills class first trimester where they learn how to get organized, talk to teachers, and be a successful middle school student.

8th grade students begin working with high school counselors in February to forecast classes for high school. They also tour the high school to visit classrooms and learn about program offerings.

8. How We Include and Train Teachers Regarding Use of Assessment

The district is implementing a universal and progress monitoring assessment system K – 8. Training for this system will be ongoing throughout the 2011 – 12 school year. Components of the assessment system professional development are informed by the following IES Practice Guide, Using Student Achievement Data to Support Instructional Decision Making recommendations:

- Make data a part of an ongoing cycle of instructional improvement
- Establish a clear vision for schoolwide data use
  - Establish a schoolwide data team
  - Define critical teaching and learning concepts
  - Develop a written plan that articulates activities, roles, and responsibilities
- Provide supports that foster a data-driven culture within the school
  - Designate a school-based facilitator who meets with teacher teams to discuss data
  - Dedicate structured time for staff collaboration
  - Provide targeted PD regularly

This system incorporates various assessment data including MSP results, easyCBM benchmark results for all students and easyCBM progress monitoring to ensure that students at-risk for poor educational outcomes are identified for secondary and tertiary interventions and that these students are benefitting from instruction/interventions provided.

9. How do we identify students for supplemental supports? How do we exit these students from program?

(See Appendix D: District Decision Tree)

Students are screened for the Read 180 reading intervention class using the District Decision Tree for reading. Highest risk on the EasyCBM is given first priority for Read 180. Students who have the same score are prioritized based on the
following data, in order: teacher administered reading inventory, most recent comprehension scores, most recent vocabulary scores, most recent oral fluency score (correct words per minute), previous trimester's EasyCBM data. Students who score at low risk on the next easyCBM benchmark may exit the program.

Students are screened for the Bridges to Algebra math intervention class using the District Decision Tree for math. Students are prioritized for the class based on easyCBM percentile ranking and on teacher recommendation. Students who score at low risk on the next easyCBM benchmark may exit the program.

10. How We Coordinate and Integrate Funds

The district utilizes federal (Title I, Title IIA, Title III, SPED), state (LAP, TBIP, BEA), and local levy dollars to provide coordinated professional development. Building level plans are analyzed to determine common needs so that funds can be maximized. Program directors also examine building level data to provide targeted professional development and supplemental service supports.
CCMS Perceptions Survey Spring 2011

(Professional development results are not generated by the family and student surveys)
## School Improvement Goal: Improve reading achievement by reducing by 10% the number of students at high risk as measured by easyCBM.

<table>
<thead>
<tr>
<th>Strategy to achieve the goal?</th>
<th>Professional Development</th>
<th>Timeline</th>
<th>Available Resources</th>
<th>Who is involved?</th>
<th>Monitoring plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions will occur?</td>
<td>How will staff acquire the necessary skills?</td>
<td>When will the strategies/actions begin and end?</td>
<td>What existing and new resources will be used to accomplish the strategy/action?</td>
<td>Who will provide leadership?</td>
<td>What on-going evidence will be gathered? When will the evidence be reviewed?</td>
</tr>
<tr>
<td>What steps will staff take?</td>
<td>How will we ensure job-embedded, ongoing PD?</td>
<td></td>
<td></td>
<td>Who will do the work?</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Development

- **Provide explicit vocabulary instruction**
  - Provide all teachers with weekly prefix and suffix target
  - Timeline: November-December
  - Available Resources: Lists of prefix and suffix
  - Who is involved? LA PLC leader/all teacher
  - Monitoring plan: Teacher self-reports and weekly admin walkthroughs; review in December

- **Develop common expectations for all teachers and classrooms regarding:**
  - 1. lesson plans to include vocabulary instruction
  - 2. repeated exposure to new words in multiple contexts
  - 3. provide
  - Timeline: October-November 2011
  - Available Resources: IES Practice Guide: Improving Adolescent Literacy
  - Who is involved? PLC leader/Teachers
  - Monitoring plan: LA PLC leader

- **LA PLC article study**
  - Timeline: December 2011
  - Available Resources: PLC leaders/Teachers
  - Who is involved? December 2011

- **LA PLC will share with all staff; choose 2 actions to implement across curriculum**
  - Timeline: January 2012
  - Available Resources: LA PLC leader
  - Who is involved? Common Expectations Agreement January 2012
| Opportunities to use new vocab in discussion, writing, and extended reading | Make “Vocabulary Users Group” regular part of PLC and/or staff meetings for teachers to share resources, successes, and struggles | Beginning January 2012 | Looking for additional resources to support practice guide | All staff | Users group self-share on progress; administrator will monitor in walk-throughs and observations |

Procedures for including families, incorporating technology, and/or connecting to other PD/goals: Students in grades 6 and 7 are required to do reading practice at home 5-7 days per week with a parent signature to verify.
**School Improvement Goal:** Improve math achievement by reducing by 10% the number of students at high risk as measured by easyCBM.

<table>
<thead>
<tr>
<th>Strategy to achieve the goal?</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions will occur?</td>
<td>How will staff acquire the necessary skills?</td>
</tr>
<tr>
<td>What steps will staff take?</td>
<td>How will we ensure job-embedded, on-going PD?</td>
</tr>
<tr>
<td><strong>Strategy to achieve the goal?</strong></td>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td><strong>What actions will occur?</strong></td>
<td><strong>How will staff acquire the necessary skills?</strong></td>
</tr>
<tr>
<td><strong>What steps will staff take?</strong></td>
<td><strong>How will we ensure job-embedded, on-going PD?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRA fractions intervention in math intervention and SpEd classes</th>
<th>All day teacher &amp; administrator training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers collaboration and feedback</td>
<td>PLC meetings throughout year</td>
</tr>
<tr>
<td>Administrator provides feedback</td>
<td>Observe CRA lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Available Resources</th>
<th>Who is involved?</th>
<th>Monitoring plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the strategies/actions begin and end?</td>
<td>What existing and new resources will be used to accomplish the strategy/action?</td>
<td>Who will provide leadership?</td>
<td>What on-going evidence will be gathered?</td>
</tr>
<tr>
<td>September 15, 2011</td>
<td>Direct instruction lessons provided</td>
<td>Curriculum director/ Teachers and administrator</td>
<td>Pre-and post-test data from all CCMS students for comparison to intervention group</td>
</tr>
<tr>
<td>PLC meetings throughout year</td>
<td>Lesson scripts and vocabulary</td>
<td>PLC leader/members</td>
<td>Post-test data to PLC and researchers</td>
</tr>
<tr>
<td>Observe CRA lessons</td>
<td>Lesson scripts</td>
<td>Administrator</td>
<td>Monitor instructional fidelity to lesson script</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will be required to solve a variety of problems twice a week using fractions, decimals and percent, including ratios</th>
<th>Math PLC will collaborate on teaching strategies for fractions, decimals, and percents and create common formative</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 20-Dec 16</td>
<td>Pre-/post-test Fraction mastery chart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLC leader/members</th>
<th>*By December 16th, there will be an increase of 25% students in levels 2, 3, and 4. Levels on a 12 point assessment will be determined as</th>
</tr>
</thead>
</table>
Teachers each maintain a classroom website with lesson information and links to math help websites. Interactive whiteboards and student learning response systems (clickers) are used almost daily in grades 6 and 8 math classes.