

**Report of Progress 2008-2009  
Shuksan Middle School**

**READING:** Increase the average percentage of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who pass the WASL reading test to **79.7%**

<b>Strategies (include actions related to curriculum and instruction, professional development and parent involvement)</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact (include methods of assessment)</b>
Title 1 students functioning at level 1 or 2 on the WASL will receive additional support through Read 180. (All of our Title 1 level 1 and 2 students did receive additional support through the Read 180 program. Almost all grade levels of Read 180 students did see improvement. At the 6 <sup>th</sup> grade all students increased by at least 2 grade level equivalents. In addition significant improvement was seen in the Spring DRP results for students within the Read 180 program. 7 students were exited from the program for meeting grade level goals.	Student enrolled and actively involved in the program.	Targeted students will show improvement on the Read 180 reading inventory, the DRP and the 2009 WASL.
Increase the use of the leveled reading library in the history and science classes to target students reading 2 or 3 grades below grade level These materials were used by the special education teachers to engage students in reading within the content area. Although there is no clear data on the results, teachers reported improved interest amongst students given the texts.	Teacher utilization of the materials in the leveled library as reported by the librarian.	Evidence of comprehension of science and history text by increased performance on formative and summative classroom assessments
Initiate a book swap night to allow parents teachers and students an opportunity to discuss and exchange books (This was not implemented this school year, but will be revisited for the 2009-2010 school year)	Students attend night twice during the year	Number of families that attend.
Teacher visitations to other schools with similar populations who are experiencing success in improving reading scores. (One team of teachers visited other schools this year. This is our second year of trying this strategy. In both years we have found success as teachers return with new ideas to implement within the classroom. We will continue to do this in 2009-2010)	All teachers plan and conduct visits to other schools at least twice during the year	Teacher survey form on lessons learned. Presentation to faculty on best practices.
Deeply align the state reading curriculum and develop a 6 7 8 school wide reading plan. (This was a long process, but at last a viable accurate, aligned curriculum resulted from the efforts of staff from Shuksan and two of the other middle schools)	Teacher developed plans for school wide reading	Curriculum maps on reading for each grade level

**WRITING:** Increase the average percentage of 7<sup>th</sup> grade students who pass the WASL writing test to **67.0%**

Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Create time for teachers to plan together to deeply align the writing curriculum. (This process will continue through the 2009-2010 school year. Now that the Reading curriculum has been aligned and a template established this should be completed by the end of 2009-2010.)	Teacher developed plans for school wide writing	Curriculum maps on writing for each grade level
Develop writing prompts for all subject areas (This has been completed and implemented within certain PLC's in the building with positive results. This year the school implemented the RAVE concept. We are hoping to see positive results from the writing WASL)	Writing prompts across the curriculum	Evidence of student writing in all subject areas collected in a student portfolio
Require additional writing homework assignments. (Not implemented)	Student assignments	Evidence of student writing in all subject areas collected in a student portfolio
Create writing prompts for parents to complete with their child at home. (Not implemented)	Student assignments	Evidence of student writing collected in a student portfolio

**MATH:** Increase the average percentage of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who pass the WASL math test to **59.0%**

Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Student needs will be addressed through the extended learning program. Level 1 and 2 students will receive support and level 3 and 4 students will receive enrichment. (Revised for 2008-2009, Although many students received extended learning support, we also added an after school learning lab targeted towards students who were failing to master key concepts. This will continue next year. )	Students identified and receiving instruction through the classroom teacher	decrease in level 1 and 2 students
After school targeted program for level 1 and 2 students. With priority given to populations that did not meet standard specifically special education and Hispanic youth. Extended learning programs will utilize programs such as Larson Learning and Bridges to Algebra (Although this program was implemented both last year and this year, it worked much better in 2009 than in 2008.)	Students enrolled in remediation program after school	Reduction in the percentage of these students who do not meet standard in the state mathematics WASL
Develop comprehensive plan to address content/GLE differences for 8 <sup>th</sup> graders taking algebra (This was and still is an ongoing district discussion. Although some progress has been made we feel there are still many questions left unanswered)	Deep alignment document will be updated and a yearlong plan will include supplemental materials.	Integrated aligned algebra program implemented

Teacher visitations to other schools with similar populations who are experiencing success in improving scores in mathematics. (This was accomplished this year through teacher professional learning communities)	All teachers plan and conduct visits to other schools at least twice during the year	Teacher survey form on lessons learned. Presentation to faculty on best practices.
Increase the use of the MAP test for determining student progress (This was not accomplished this year due to district restrictions on the use of the test. The test was not ready for complete implementation but will be used in 2009-2010 for all 6 <sup>th</sup> and 7 <sup>th</sup> grade students)	Teachers will give the MAP three times once in the fall once at semester and once in May	Accurate data on student performance and progress.
Develop math across the curriculum. (With the implementation of new state standards, math curriculum work went backwards, The math PLC however, was able to develop common assessments and use it to evaluate student progress on key math concepts.	Teacher created math assessments to be used in all classes	Students practicing math in all classes
Conduct two family math nights (This was a success and will continue in 2009. Both math nights attracted large and diverse community support)	Successful implementation of math nights	Increase in family participation in student homework as reported on homework logs

**LEARNING ENVIRONMENT:** All students will focus on learning by developing personal goals directed towards college, career and citizenship.

Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	Evidence of Implementation	Evidence of Impact (include methods of assessment)
8th grade teachers will discuss earning potential and job requirements with students in class. (8 <sup>th</sup> Grade created an in depth series of lessons designed to acquaint students with potential careers and earning potentials. They also discussed college requirements and created a career day with local business leaders. Implementation of this strategy exceeded expectations.)	Students actively involved in career and life simulations in class	Students will be able to identify job and college requirements
AVID implemented at all grade levels (Avid was implemented at all grade levels with two classes in the 6 <sup>th</sup> grade and a total of 100 students. Students received extra support and guidance. This program exceeded all expectations for the year.)	Students enrolled in AVID with parents commitment to the program	AVID students will show a marked improvement in grades over their previous year's grades
Implement Navigation 101 in all sixth grade classes, and begin the navigation 101 lessons in 7 <sup>th</sup> and 8 <sup>th</sup> grade. (Navigation 101 was successfully implemented in the 6 <sup>th</sup> grade during the 2007-2008 school year. Implementation was expanded into the 7 <sup>th</sup> grade during the 2008-2009 school year. Work still needs to be done in the 8 <sup>th</sup> grade.)	Teachers conducting Navigation lessons in their extended learning classes	Navigation 101 portfolios
Establish a college day every month where staff emphasizes college awareness by wearing college attire and promoting college attendance. (This was accomplished and went beyond expectations. Students and teachers enjoyed this and looked forward to it every month)	Teachers focusing on college once a month	Students show increased awareness of college opportunities

<p>Work with local colleges including 4 year, community and technical schools to acquire college information and promote college awareness. (This was accomplished and went beyond expectations. 8th grade students participated in a college and career fair)</p>	<p>College information posted throughout the school.</p>	<p>Students show an increased awareness of college opportunities</p>
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**TECHNOLOGY:** Increase technology integration into classroom instruction by 20%.

<b>Strategies (include actions related to curriculum and instruction, professional development and parent involvement)</b>	<b>Evidence of Impact (include methods of assessment)</b>
Students will increase math proficiency by utilizing math support programs both during the school day and through extended day programs. (Although this was implemented this year it still needs both technical and curricular support to make it truly effective)	WASL results in math at all grade levels. <i>Bridges to Algebra</i> data from extended day and school day remediation programs. Classroom common assessments at grade level.
Students will increase math proficiently by integrating appropriate tools into the 7 <sup>th</sup> and 8 <sup>th</sup> grade math curriculums. (Not implemented during 2009-2010)	8 <sup>th</sup> grade WASL results, Algebra pass rates, Teacher designed classroom assessments.
Students will improve WASL problem solving skills in math through the use of interactive tools. (Interactive math tools were used in certain math classes. 8 <sup>th</sup> grade students utilized the T-83 calculator)	Math WASL results, Teacher developed classroom assessments.
Low performing students will increase Reading levels by utilizing supplemental programs during the school day and in extended day programs (Students not meeting standard used both the Read 180 program and the Read Write Naturally program.	Read 180 data, DRP Spring and Fall results, WASL results
Students and teachers will work collaboratively to solve problems and to find and share quality information. (We did pilot this year, but it needs to be expanded in coming years. Collaboration is a key to student success.)	WASL results, Student usage, Teacher, student, parent survey

\* Modified from State Building-Level Technology and Learning Implementation Plan