Anacortes School District
School Improvement Plan

School:	Anacortes Middle School
School Year:	2019-20
Vision:	Vision
Mission:	*Anacortes Middle School provides a challenging, supportive, and safe environment to encourage academic and social success for all.*
Beliefs:	*-Learning is our priority* *-Students grow intellectually in a nurturing environment* *-All students can learn* *-Students' basics needs must be met in order for learning to occur* *-Staff, student, parents and community members share the responsibility for supporting an effective learning environment.*
Leadership Team:	Theresa McCartney, Renae Newall, Chris Crane, Molly Huggins, Molly Robbins, Andrea Newman, Aimee Rudge, Val Holtgeerts, Abby Biederman, Tasha Kirby, Ryan Pike, Patrick Harrington

Washington State Report Card 2019-2020 Data
https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/102392

2019-2020 SIP Plan Data Update

Anacortes Middle School
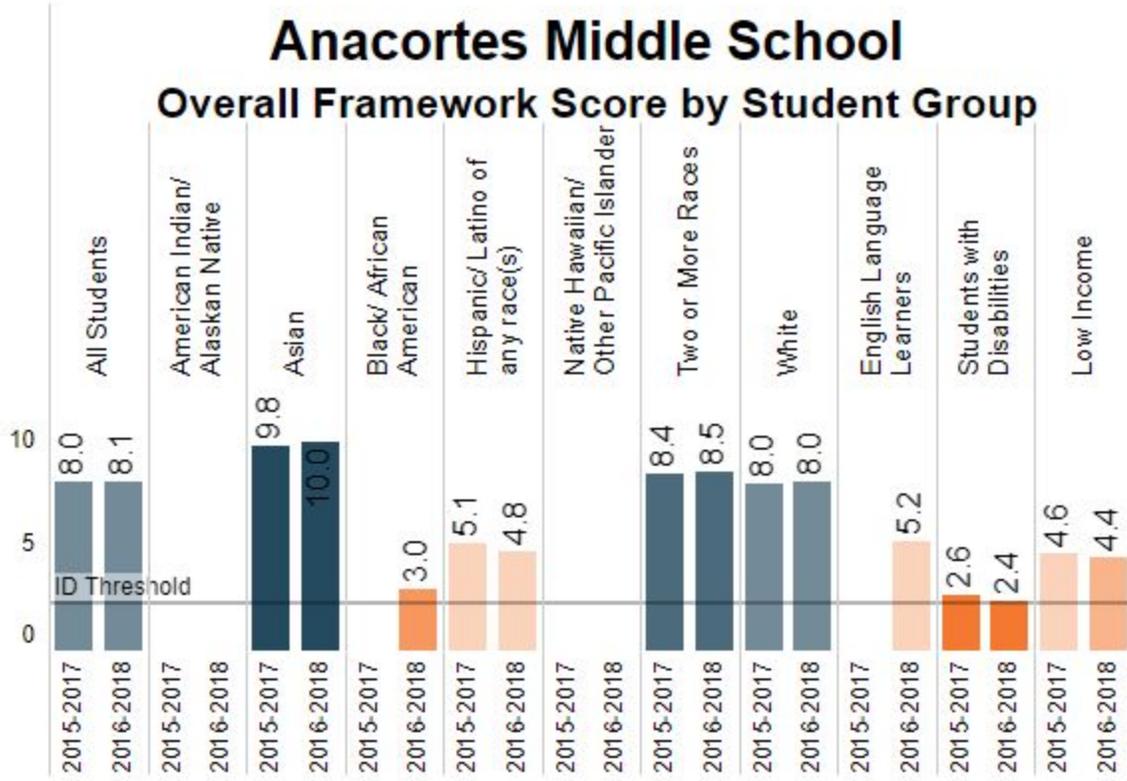## 2016-2018
Overall Framework Score by Student Group
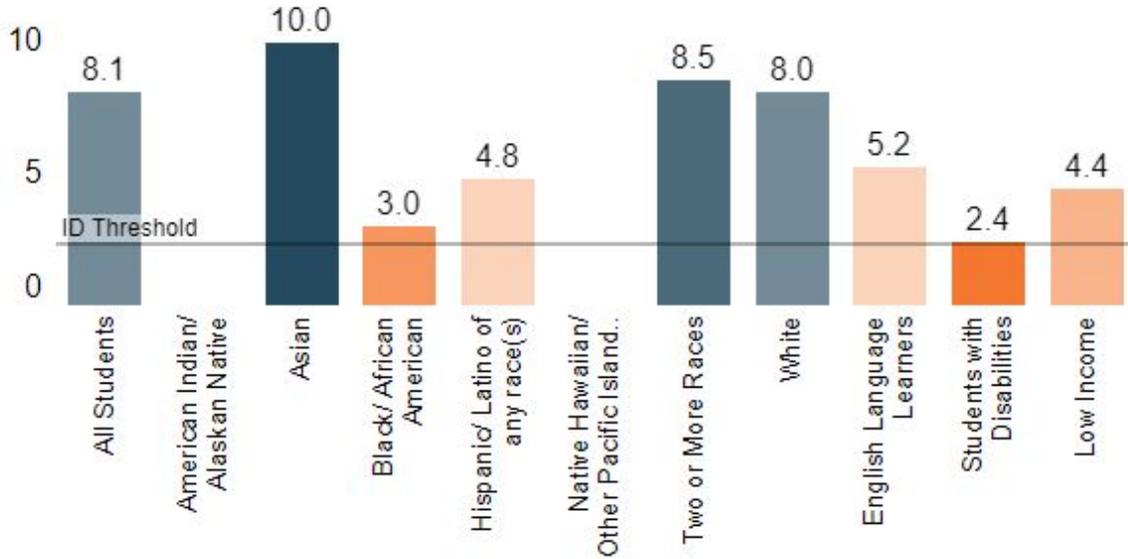
Anacortes Middle School
2016-2018
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	71.1%		83.1%	39.1%	42.6%		69.4%	74.6%	49.5%		25.9%
Math Proficiency Rate	66.9%		81.4%	39.1%	37.5%		66.7%	70.4%	41.8%		18.2%
ELA Median SGP	50		68	33	49		53	50	43	49	46
Math Median SGP	59		73	46	52		72	60	52	68	37
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	90.1%			85.2%	91.1%			89.9%	81.8%		80.6%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

Anacortes Middle School
Overall Framework Score by Student Group

Student Group	2015-2017	2016-2018
All Students	8.0	8.1
American Indian/ Alaskan Native		
Asian	9.8	10.0
Black/ African American		3.0
Hispanic/ Latino of any race(s)	5.1	4.8
Native Hawaiian/ Other Pacific Islander		
Two or More Races	8.4	8.5
White	8.0	8.0
English Language Learners		5.2
Students with Disabilities	2.6	2.4
Low Income	4.6	4.4

ID Threshold

Driving Data

(The set of metrics that will drive our work and serve as summative indicators of progress)

Data Set:	Attendance			Math Proficiency(SBA)			ELA Proficiency		
Group:	Low Income			Low Income 142 students			Low Income 142 students		
	Current	SY Goal	Final	Current	SY Goal	Final	Current	SY Goal	Final
	76.4%	85%		40%	60%		54%	75%	
Data Set:	Quaglia Survey 11 Students respect each other.			Quaglia Survey 12 Teacher care if I'm absent from school					
Group:	All or Specific group								
	Current 2019	SY Goal	Final	Current 2019	SY Goal	Final	Current	SY Goal	Final
	38%	100%		54%	100%				

Data Story

Briefly describe the significance and potential causes of the data sets above:
Our Leadership Team is looking at the overall work in SEL (RULER). Classroom teachers began the year with RULER implementation lesson. Our science teachers covered the "Best Self" aspect. Each grade level began identifying their words that would begin their CHARTER. Students will be surveyed about the top 5 words and actions that support these words to make up their grade level CHARTER. Each year, the CHARTER will be revised and published to the school. Quaglia-Survey will be given during conference week in November. Once we have our data, it will be shared with our Leadership Team and our Student Leadership Team. We will determine our focus based on our findings. DATA for ELA-Our ELA scores came in at 79-80% across all three grade levels. Low Income Attendance is at 81.8% from the Washington State Report Card. Administration will continue to communicate with our families whose students are struggling with attendance. Administration will continue to provide support for these students and families to give them the resources to improve their attendance at AMS. More engaged students-Deeper Learning and Recognized the learning experiences that our students are having in each of our classrooms

Deeper Learning
Engaging Accessible learning
Universal Design for Learning
Student of Concern identification(6,7,8), SST, MDT. Interventions

See also board report...will place here once board report is due.

Strategic Plans

Focus Description:	Development of SEL program at AMS (RULER)
Rationale:	Provide professional development to our certificated staff so they have a good understanding of the RULER program so they can successfully implement into their own content area. Build a shared understanding of SEL for the entire building.

Action Items	**Updates**
Professional Development for staff in RULER	Two, two hours RULER PD Sessions. Unpacking RULER for our staff for the 2018-19 school year. We are through the R-Recognize and U-Understanding. We have set 3 more extended staff meetings to address LER portion of the program. We will have our Charter developed by the end of January
Mood Meter Check ins	Consistently do "Mood Meter Check" at staff meetings
Grade Level Charters	Each grade level has generated a list of words for their Charters and will be narrowing down the list to approximately 5 words that they can use to make actions steps that helps everyone to feel the feeling words they decided on at school.
2nd Step being covered in all Grade levels	Beginning units in 2nd step in PE/Health classes.
Quaglia Survey-Student Voice	AMS leadership team, and student leadership review and present findings to staff; look at next steps for students and staff to address areas of concern

Focus Description:	Math
Rationale:	This year in our PLC work we are using technology resources (namely DESMOS) to enhance student engagement, promote/elevate student voice and give our students (esp. this with low self-efficacy in math) a greater sense of belonging in the math classroom.

Action Items	Updates
Several Math teachers attended the NWCTM conference in October.	Staff attended a number of sessions on us of technology in the classroom
PLC is focusing their work namely with DESMOS	Staff are doing DESMOS Challenges to see how they can incorporate them into their lessons and with specific concepts

Focus Description:	ELA
Rationale:	This year in PLC work, we will be focusing on the Social Emotional learning of our students in our ELA classrooms to support them academically. We also will be focusing on the ongoing formative assessment of students using Interim Assessment Blocks (IAB) to closely monitor student progress throughout the year and adjust instruction to meet student academic needs and provide students with test preparation.

Action Items	Updates
Social Emotional	**Weekly Check In's**--7th grade ELA offers an opportunity, often through Google Classroom, for students to have a safe avenue to communicate some of the things that are going on in their lives. **Students of Concern**--Some PLC time is being devoted to meeting in grade level teams to discuss 'students of concern.' This is a shift that we felt necessary because, though our PLC's were common academic areas, teachers were not able to discuss common students in a way that can lead to interventions and/or resources (including our counseling and admin staff). **Anne-homelessness**--Anne Chase-Stapleton has targeted her homeless population as her targeted students for her student growth plan.
Use of Interim Assessment Blocks (IAB's)	At our next PLC meeting (December 11), we will schedule IAB's for each month from December through April. Also at our December 11 meeting, we will use schooldata.net to research strand information for our current students, looking for any common strands within which our students (particularly targeted students) are not at standard. We will use this information to guide which IAB's we select to administer.

Focus Description:	Engaging Accessible Learning
Rationale:	Opportunity for students to have access to the 6 C's and to allow students to have experiences that are highly engaging and relevant.

Action Items	Updates
Continued work with UDL to support access for all learners	AMS along with district support received a grant to attend and be a part of a state-wide initiative to incorporate Universal Design for Learning into our school. We have attended 1 training so far
Identify technology that will help student access grade level reading, and more challenging literature	Purchased Learning Ally for the entire school. Students will be able to have access to over 100,000 books at their level and above to download onto their laptops and have the text read to them while they read along. Teachers have identified students that are below grade level and have given students access to this. Teachers and staff will work to create goals and monitor the students progress on the books that they have read.