

**Granite Falls Middle School
Student and School Success Action Plan
2015 -2017**



School Improvement Team

Principal: **David Bianchini**

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SIP Team: **Jon Thompson, Diana Haynes, Jerry Grisham, Randy Cash, Cinda Janik, Kathleen Campbell**

Granite Falls Middle School Staff

Granite Falls School District

Granite Falls School District Mission:

Preparing Students to achieve their greatest potential.

Granite Falls School District Vision:

Students, parents, staff, and community working as a team to inspire independence and confidence while providing for and challenging all abilities. Together we promote logical and creative thinking within a stimulating and respectful environment.

Granite Falls School District Strategic Plan Targets:

District Target #1: Quality Learning (Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.)

District Target #2: Positive Image (Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.)

District Target #3: College-and Career-Ready (Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.)

Foundation of our District Beliefs

1. Powerful teaching and learning.
2. District and Board communication with community and staff that is informative, intentional and collaborative
3. Financial Stewardship, assuring optimal use of district resources.
4. A district climate that emphasizes a positive school culture, focused on student healthy lifestyle, and respect for other students and faculty.

Granite Falls Middle School

Granite Falls Middle School Mission:

Students, staff, and parents of Granite Falls Middle School collaborate to maximize academic improvements and personal growth through high, consistent standards and meaningful learning opportunities.

Priority Identification Process:

As a Student and School Success Focus School, Granite Falls Middle School engaged in an action planning process to identify priorities for the 2012-13 school year. Many of the systems that were introduced during the 2012 – 13 school year will continue and develop deeper throughout the years. This process included:

- Review and analysis of previous GFMS School Improvement Plan
- Completion of a Student and School Success Action Plan (Ongoing and ever changing)
- Analysis of School-wide Needs Assessment
- Analysis of Classroom Observation Study

This Student and School Success Action Plan presents and defines the priorities and activities that provide the school focus throughout the next **two** years toward the realization of the District Targets and the State Standards for Student Achievement. This Action Plan will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this SIP and disseminated, as appropriate.

With the intent to improve student achievement by focusing on effective instructional strategies, providing teachers with the opportunity to collaborate around specific reading, math and school culture goals, and to create a system that most effectively utilizes intervention resources Granite Falls Middle School identified goals for the 2015-17 school years.

Goal #1

Raise students' academic achievement as evidenced by a 30% increase in the number of students meeting the mathematics standards and a 30% increase of the number of students meeting the reading standards on the Washington State SBAC with no gap between the performances of students of different socio-economic status over the next two years.

- Strategy** Design classroom-base assessments and instruction based on Common Core State Standards using Smarter Balanced assessments as a guide
- Strategy** Align instruction, assessments, and curriculum to the Common Core Math and Reading Standards
 - Incorporate CTE classes with real life academic situations
- Strategy** Providing targeted interventions matched to the academic needs of students
 - All 6th grade students involved in a quarter long intervention/acceleration class
 - Read 180 continues to show growth for targeted students
 - 1st period 6th and 7th grade math classes use "Connections" for math intervention three times a week
 - Implement Agile Minds training in all classes with specific instruction in Connections with our 8th grade classes

Goal #2

Continue supporting instructional staff with extra time to work in collaboration to support student achievement, design targeted interventions for students and align instruction using Rock Solid/5 D Instructional Frameworks.

- Strategy** Continue content-specific Student Improvement Learning Teams to design targeted activities targeted to student achievement
- Strategy** Staff takes leadership role in collaborative activities targeted to student achievement
- Strategy** Provide increased staff support by descriptive feedback based on Rock Solid/5 D Instructional Framework in staff walkthroughs and data snaps to improve student achievement.
- Strategy** Provide mentors for our two new math teachers

Goal #3

Continue to develop a school-wide positive intervention program with consistent achievable expectations

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|-----------------|--|
| Strategy | Create a common language of high expectations for student behavior using PBIS |
| Strategy | Implement a student behavior program that is simple, consistent and reinforces positive student interaction |
| Strategy | Develop student leadership (WEB) to support 6 th grade transition as well as improve positive relationships throughout the school |

Continuing Professional Development For 2015-2016

- Professional development for teachers will include non-evaluative observations by peers related to indicators of effective teaching and classroom management. (3082)
- Professional development will be aligned with identified needs based on staff evaluation and student performance. (2879)
- The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)
- Incorporation of Agile Minds training into each middle school classroom with an emphasis on our 8th grade students preparing them for the transition into high school

GFMS 6th Grade

	Count	Tested	Not Tested	Exempt	Prev. Passed	DAPE	AIM	% Not Meeting Std.	% Level 1	% Level 2	% Met Std.	% Level Basic	% Level 3	% Level 4
Smarter Balanced ELA	125	121	1	3	0	0	1	62.3	25.4	36.1	37.7	0.0	27.9	9.8
Granite Falls Middle School	125	121	1	3	0	0	1	62.3	25.4	36.1	37.7	0.0	27.9	9.8
Smarter Balanced Math	124	118	3	3	0	0	1	78.5	43.8	32.2	21.5	0.0	12.4	9.1
Granite Falls Middle School	124	118	3	3	0	0	1	78.5	43.8	32.2	21.5	0.0	12.4	9.1

GFMS 7th Grade

	Count	Tested	Not Tested	Exempt	Prev. Passed	DAPE	AIM	% Not Meeting Std.	% Level 1	% Level 2	% Met Std.	% Level Basic	% Level 3	% Level 4
Smarter Balanced ELA	134	129	1	4	0	0	2	37.7	20.8	16.2	62.3	0.0	47.7	14.6
Granite Falls Middle School	134	129	1	4	0	0	2	37.7	20.8	16.2	62.3	0.0	47.7	14.6
Smarter Balanced Math	133	127	1	5	0	0	2	65.6	27.3	37.5	34.4	0.0	25.8	8.6
Granite Falls Middle School	133	127	1	5	0	0	2	65.6	27.3	37.5	34.4	0.0	25.8	8.6

GFMS 8th Grade

	Count	Tested	Not Tested	Exempt	Prev. Passed	DAPE	AIM	% Not Meeting Std.	% Level 1	% Level 2	% Met Std.	% Level Basic	% Level 3	% Level 4
Smarter Balanced ELA	155	139	14	2	0	0	2	50.3	14.4	26.8	49.7	0.0	35.9	13.7
Granite Falls Middle School	155	139	14	2	0	0	2	50.3	14.4	26.8	49.7	0.0	35.9	13.7
Smarter Balanced Math	155	135	19	1	0	0	2	72.1	31.2	28.6	27.9	0.0	16.9	11.0
Granite Falls Middle School	155	135	19	1	0	0	2	72.1	31.2	28.6	27.9	0.0	16.9	11.0
Science	155	148	4	3	0	0	2	40.8	7.9	30.3	59.2	0.0	38.2	21.1
Granite Falls Middle School	155	148	4	3	0	0	2	40.8	7.9	30.3	59.2	0.0	38.2	21.1

2014-2015 ELA SBAC RESULTS

Reading Level			
Graduation Year	Above	At/Near	Below
2022	22	73	46
2021	39	69	30

Reading Level			
Graduation Year	Above	At/Near	Below
2022	15.60%	51.77%	32.62%
2021	27.66%	48.94%	21.28%

Listening and Speaking Level			
Graduation Year	Above	At/Near	Below
2022	17	103	21
2021	27	95	16

Listening and Speaking Level			
Graduation Year	Above	At/Near	Below
2022	12.06%	73.05%	14.89%
2021	19.15%	67.38%	11.35%

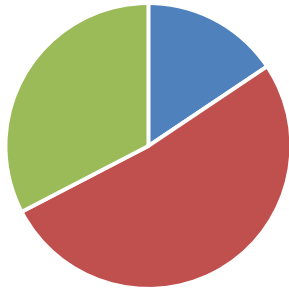
Writing Level			
Graduation Year	Above	At/Near	Below
2022	23	72	46
2021	34	77	27

Writing Level			
Graduation Year	Above	At/Near	Below
2022	16.31%	51.06%	32.62%
2021	24.11%	54.61%	19.15%

Research/Inquiry Level			
Graduation Year	Above	At/Near	Below
2022	30	93	18
2021	39	82	17

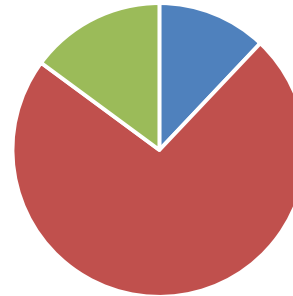
Research/Inquiry Level			
Graduation Year	Above	At/Near	Below
2022	21.28%	65.96%	12.77%
2021	27.66%	58.16%	12.06%

Reading Level



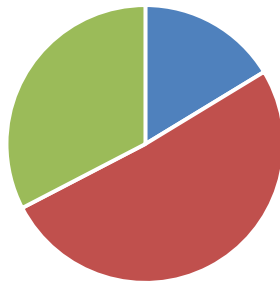
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Listening and Speaking Level



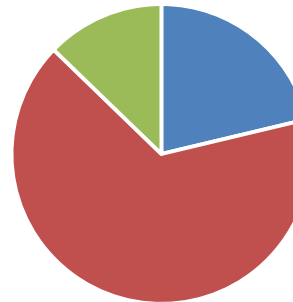
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Writing Level



■ Above ■ At/Near ■ Below

Research/Inquiry Level



■ Above ■ At/Near ■ Below

2014-2015 SBAC RESULTS

Communicating Reasoning			
Graduation Year	Above	At/Near	Below
2022	20	83	38
2021	18	103	17

Communicating Reasoning			
Graduation Year	Above	At/Near	Below
2022	14.18%	58.87%	26.95%
2021	12.77%	73.05%	12.06%

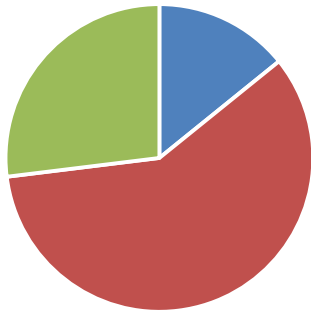
Solving and Modeling & Data Analysis			
Graduation Year	Above	At/Near	Below
2022	16	74	51
2021	23	90	25

Solving and Modeling & Data Analysis			
Graduation Year	Above	At/Near	Below
2022	11.35%	52.48%	36.17%
2021	16.31%	63.83%	17.73%

Concepts and Procedures			
Graduation Year	Above	At/Near	Below
2022	16	54	71
2021	22	62	54

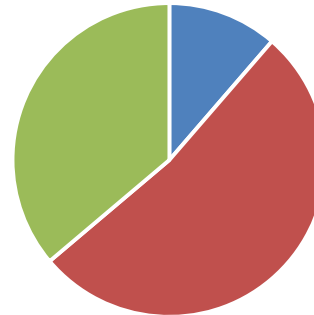
Concepts and Procedures			
Graduation Year	Above	At/Near	Below
2022	11.35%	38.30%	50.35%
2021	15.60%	43.97%	38.30%

Communicating Reasoning



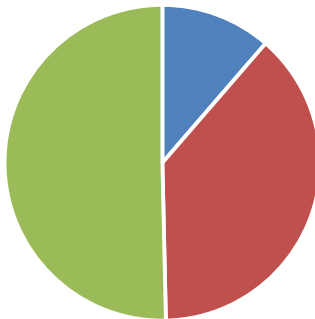
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Solving and Modeling & Data Analysis



■ Above ■ At/Near ■ Below

Concepts and Prodecures



■ Above ■ At/Near ■ Below

