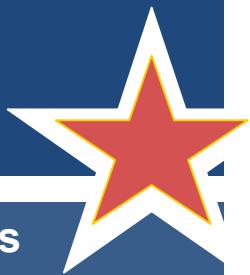


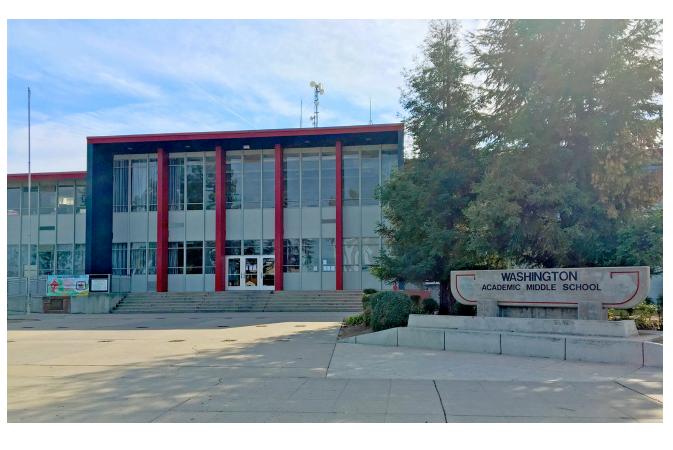


CALIFORNIA SCHOOL TO WATCH

VISITOR'S GUIDE



Washington Academic Middle School



Designated in 2011

Washington Academic Middle School • Sanger Unified School District • Fresno County • Jamie Nino, Principal •
1705 Tenth Street, Sanger, CA 93657
• Tel (559) 524-7015, Fax (559) 875-6365
<http://washington.sanger.k12.ca.us/>

2016 School Statistics

(Sources: 2016 SARC; CDE)

Community: Suburban

Enrollment: 1,748

Grade Levels: 6-8

School Schedule: Modified Block Schedule 6th grade
Full Block Schedule 7th-8th grades

Student Demographics

- 79% Hispanic
- 9.3% Asian
- 7.6% White
- 1.8% African American
- 1.3% Two or More Races
- 0.6% Filipino
- 0.2% Pacific Islander
- 0.1% American Indian or Alaska Native

• 100% Free/Reduced Lunch- 17.3% English Learners

2011 API Growth: 809

2012 API Growth: 839

2013 API Growth: 848 (last reported rating)

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Teachers' professional development on High Leverage Team Actions to increase student learning.
- Curriculum and Instruction aligned with the rigorous Common Core State Standards
- Focus on college and career readiness, career pathways, student self-analysis of career interests
- Every classroom has posted CCSS standards and essential learning on the walls
- School-wide academic vocabulary program by assessing students in all core classes
- Close Reading and Academic Discourse: All grade levels aligned to use shared annotation marks for reading, reading strategies brochure, and academic discourse sentence frames for collaboration
- Instructional Rounds to observe peers in the classroom. Teachers then make goals for themselves to improve their instructional practices
- All core teachers have received professional development in Academic Discourse to support our long-term English learners in academic discussions in the classroom
- Students use iPads to create multimedia projects, simulations within STEM, Science, and Social Studies, and cooperative learning arrangements to challenge and engage students
- PLCs create thematic units to create real-world relevancy for student learning
- The master schedule allows for multiple interventions for English Language Arts and Mathematics
- Special Education teachers co-teach with General Ed. teachers to ensure least restrictive environment
- PLCs have two hours weekly to discuss student progress, reflect and analyze data, and make curriculum decisions to support student achievement

(Continued)

Academic Excellence (*continued*)

- Teachers use their Common Formative Assessments (CFA) to align their instruction and use DuFour's four PLC questions to determine next steps for student mastery
- Mathematic interventions include math facts and number talks, a strategy that sharpens students' mental processing of math problems while our ELA interventions focus on fluency and comprehension of relevant and engaging articles
- Units include performance tasks and Mathematical and Science Engineering Practices, pushing students to persevere, specifically into level four DOK applications

Developmental Responsiveness

- On a daily basis, every student comes in contact with a caring adult in their advisory class
- Warrior PRIDE days for the first five days of school. This solidifies our PBIS systems and students engage in multiple activities to establish expectations in all areas, and bully prevention
- Student Assisted Programs (SAP) on campus where a counselor works with Tier 2 students that are having difficulties and need help within a group setting, CARE program for Tier 3 students
- High-Risk students are connected with Advocates who monitor attendance, behavior, and grades. This program is titled "Students With a Goal" (SWAG)
- *Second Step* curriculum addressed and teaches strategies for social-emotional needs of students
- The Restorative Justice Program (RJP) helps to support students through direct instruction of life skills, self-reflection, and teaching of replacement behavior

Social Equity

- WAMS provides every student with high-quality teachers, resources, learning opportunities, and supports
- Core classes, teachers are dedicated to a variety of supports that allow for more time and mastery, such as tutorials, deployment, mentoring, UDL, enrichment, and differentiated instruction.
- Universal Design for Learning (UDL) which places an emphasis on providing multiple means of engagement and representation for students
- One-to-one iPads for all students use technology to research, create presentations, and even analyze their own and others' responses in the classroom to formatively assess their knowledge
- Students have access to 11 interest based classes (electives) including STEM offered after school
- Multicultural Night, which embraces the rich diversity of our campus
- We have many proactive interventions to keep our discipline low, including staff training, consistent school wide discipline steps, and various supports through our pyramid of interventions
- Warrior PRIDE expectations are displayed in every corner of our campus
- Differentiating learning and pulling students for small group instruction is a norm within classes
- All students encouraged to participate in choice of 18 after school clubs and/or seasonal sports

Organizational Support

- School-wide vision displayed on every PLC agenda and posters within the classrooms
- Shared leadership model: PLC leaders and administrators work together on curriculum council
- Shared Google documents and presentations to improve clarity with leadership and staff
- Professional Development in UDL, Academic Discourse, Math in Common, STEM, and Robotics
- Vertical articulation between our sixth through eighth grade content areas as well as across the core curriculum
- PLC that is data-driven and action oriented. Content area teachers review data weekly, and decisions are made based on the results
- Parent involvement is a priority in our school programs such as PIQE, WAMS Cafe, and several Parent Workshops centered around increasing student achievement through the use of technology