

Port Angeles School District

Stevens Middle School

Needs Assessment

By:

All Staff, Site Team, Departments, and Interdisciplinary Teams

Completed On:

August 28 – August 30, September 19, October 19, 2017



Continuous School Improvement Plan 2017-18

Board Meeting – October 19, 2017

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success.

PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700

Each school will report their educational plan biennially to the Board.

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

PART 9: EXECUTIVE SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

PART 10: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

STRATEGIC GOALS AND OBJECTIVES FOR 2017-18

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE(S)	1:1 Create a culture of trust among staff, students, and community.
	1:2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	1:3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE(S)	2:1 All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	2:2 All students will receive the necessary support to successfully matriculate through the system.
	2:3 Reinstate all-day kindergarten as soon as fiscally sustainable.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
OBJECTIVE(S)	3:1 Create a more efficient and equitable resource distribution system.
	3:2 Create an infrastructure that supports student learning.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
OBJECTIVE(S)	4:1 Create a data-driven adaptable education system.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
OBJECTIVE(S)	5:1 Leverage community resources and Expertise to further the education of all students.

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the ELA, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 7: % of students at each level Level 1: Level 2: Level 3: Level 4:	10.4	12.3	13	19	Math 7: % of students at each level Level 1: Level 2: Level 3: Level 4:	12.6	21.9	20	24
	12.0	17.1	22	21		24.5	25.6	25	25
	49.2	31.6	49	39		28.5	23.9	26	23
	27.2	22.4	16	22		32.0	25.4	30	27
	75.5	58.5	65.8%	60.1%		70.3	49.8	57.3%	49.9%
% Meeting Standard:	24.5	41.5	34.2%	39.9%	29.7	50.2	42.7%	50.1%	
% Not Meeting Standard:									

Needs Assessments Implications:

Above State Average in all areas. Significant gains made between sixth grade scores and seventh grade scores in ELA and in math (increases between 9 – 15% from sixth to seventh grade).

Overall 7th grade entered with 56% meeting standard on 6th grade ELA, improving 9.8%

Overall 7th grade entered with 48% meeting standard on 6th grade Math, improving 9.3%

Teacher teams continue to improve scores. We are adjusting curriculum in teams to meet the fact that students are entering in much lower levels in 7th grade. We have also implemented during the day reteaching and relearning opportunities to combat students entering with much lower passage rates.

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the SCIENCE and ELA and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017		Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	
MSP Science 8: % of students at each level						Reading/ELA 8: % of students at each level					
Level 1:	1.0	9.3	4	10		Level 1:	12.0	15.9	12	18	
Level 2:	6.0	19.9	14	23		Level 2:	15.4	21.3	20	23	
Level 3:	44.6	43.9	46	40		Level 3:	41.0	38.6	45	39	
Level 4:	40.0	22.6	36	27		Level 4:	27.6	20.4	23	20	
Science 8: % Meeting Standard:	91.4	69.7	72.8%	63.4%		Reading ELA 8: % Meeting Standard:	70.3	61.5	67.5%	58.5%	
% Not Meeting Standard:	8.6	30.3	27.2%	36.6%		% Not Meeting Standard:	29.7	38.5	32.5%	41.5%	

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	
Math 8: % of students at each level					
Level 1:	17.0	25.9	19	28	
Level 2:	14.7	23.0	18	23	
Level 3:	23.4	20.0	24	20	
Level 4:	41.4	27.4	40	28	
Math 8: % Meeting Standard:	66.5	49.4	62.0%	47.6%	
% Not Meeting Standard:	33.5	50.6	38%	52.4%	

Needs Assessments Implications:

Above Washington State in all areas. Concern that our 8th grade cohort group dropped in both ELA and Math scores. All 8th grade students enrolled in Algebra. Note that State also dropped 2.2 in Math but stayed steady with no drop in ELA. Need to examine changes in ELA instruction that may have contributed to the drop.

SBA & MSP DISAGGREGATION DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <10, enter an asterisk (*).

Sub-Groups	GRADE 7 ELA				GRADE 7 MATH			
	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2016	State 2016	SBA 2017	State 2017
Male	78.4	53.6	62.2%	54.3%	66.9	50.7	62.9%	49.7%
Female	80.3	66.8	70.2%	66.2%	56.7	51.5	50.4%	50.1%
Race/Ethnicity								
FARMA	66.9	42.8	53.5	31.9	51.5	33.3	42.5	31.9
Special Ed	26.7	19.7			7.7	14.7		
504s								

Sub-Groups	GRADE 8 SCIENCE			
	MSP 2016	State 2016	MSP 2017	State 2017
Male	91.6	68	85	66
Female	91.1	69	80	68
Race/Ethnicity				
FARMA	86.0	51.8	79.0	49.2
Special Ed	36	25	35	23
504s				

Needs Assessments Implications:
 Science teachers have attended training for the new science assessment and are writing labs with science prompts that we believe will be on the NGSS (Next Generation Science Standards) test from this training. A gap exists in achievement between males and females. Females outperform males in all areas except for science. Instructional strategies must be adjusted to meet the needs of boys while continuing to push the girls. Teachers are exploring varied instructional methods to meet the needs of our boys without impacting achieving of our female students.

Sub-Groups	GRADE 8 ELA				GRADE 8 MATH			
	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2016	State 2016	SBA 2017	State 2017
Male	62.2	54.5	62.4	52.1	65	47.5	60.1%	46.1%
Female	78.7	68.9	65.1	65.1%	68.1	51.3	64.0%	49.2%
Race/Ethnicity								
FARMA	61.1	44.8	56.0	41.5	58.0	31.3	48.7	29.8
Special Ed	29.5	20	13	13	9.1	11.4		
504s	67	60.3	50	58		47.0		

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2015-16				Results for 2016-17					
		Reading		Math	Science		Reading		Math	Science
District Reading, Math and Science Winter Benchmark (percent of students at standard) Analytical Reading Inventory (ARI)	Grade	MAP LANG	MAP RDG	MAP	Benchmark	Grade	MAP LANG	MAP RDG	MAP	Benchmark
	7	71% improved	82% improved	71% 64%	72.3%	7	+3.0	NA	+5.7	
	8	81% improved	69% improved	78% 61%	74.1%	8	+4.1	NA	+4.1	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) Analytical Reading Inventory (ARI)		Writing				Writing				
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring		
	7	61%	70.4%	68%	7	NA	NA	NA		
	8	69%	71.8%	70.2%	8	NA	NA	NA		
Classroom-Based Assessments (percent of students at standard)		Classroom-Based Assessment				Classroom-Based Assessment				
	Grade	Social Studies	The Arts	Health/Fitness	Grade	Social Studies	The Arts	Health/Fitness		
	7	90%	97%	78%	7	95%	100%	90%		
	8	96%	88%	77%	8	98%	100%	90%		

Needs Assessments Implications:
Our teams are committed to completing the benchmark writing assessments and are in process of completing fall benchmark assessments.

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2015-16 (EOY)							Internal Assessment Results for 2016-17 (EOY)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
7	23	97%	28	0	0	4	7	1029	91%	37	0	0	10
8	21	98%	14	0	0	2	8	1206	91%	42	3	0	5

(*Trimester Reports will provide Year-to-Date data.)

Summary of Student Support Services 2016-17 (EOY)				
Grade	Special Education (not speech)	Homeless EOY Number of Homeless Students	504	Student Assistance Team (SAT)
7	54	2	15	5
8	21	0	8	2

Percentage on Pace for Promotion by Meeting Standards				
	September	February	June	
All	88%			
Male	86% %			
Female	90%			
Native	80%			
Special Ed	75%			

PART 2: DATA ANALYSIS

STUDENT ATHLETIC AND ACTIVITY PARTICIPIATION (Suggested chart format)

STUDENT ATHLETIC AND ACTIVITY PARTICIPATION 2016-17			
Activity	Number of Students	Athletics	Number of Students
Tech Club	15	Cross Country	46
Honor Society	30	Volleyball	52
Yearbook	5	Football	80
Natural Helpers	24	Wrestling	
Mine Craft	10	Track	

PART 2: DATA ANALYSIS

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary	
Attendance Report	Percent of students present per day (2016-17).	7 th 91.4%	8 th 91%
Unexcused Absences	Total number of absences not excused (2016-17).	2,235	
Discipline Report	Summary of discipline activity for the building (2016-17).	Drugs/Alcohol: 10 Tobacco: 2 Weapons: 5 Fighting/Assaults: 24	Court Petitions: 15 Expulsions: 0 Short-term Suspensions: 79 Long-term Suspensions: 3
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2016-17).	46.4% 251 students qualify	
Gender Report	Number of male and female students as reported by the 2016-17 OSPI School Report Card	Males: 290 Females: 268	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card	American Indian or Alaskan Native: 24 Asian or Pacific Islander: 9 Black: 3 Hispanic: 42 White: 420	
Staff Report	Staff demographic data as reported in the 2016-17 OSPI School Report Card	Headcount: 32 Overall Ratio: 1/17.5	Average Years of Exp: 18 Percent ≥ a Master’s Degree: 81%

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the MSP/EOC, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>Students continue to make substantial growth in all areas at Stevens Middle School. Students are coming in much lower academically in all areas and are still making improvement. Trends demonstrate continuous improvement in all areas.</p> <p>Science scores continue to be high within the school. We believe this is because of the integrated hands on approach to teaching science. Our teams are exploring different ways to make reading, writing, and history more hands on and interactive.</p> <p>Students of poverty outperform the State in all areas.</p> <p>Most of our students participate in at least one sport, club, or activity.</p> <p>Students identified staff members who make a difference in their lives and recognized 25 staff members at an assembly and thanked them for their service.</p> <p>We have a dedicated and committed staff that go above and beyond the call of duty to support students academically, socially, and emotionally.</p>	<p>There is a substantial gender inequity between the achievement of boys and girls. Girls are substantially higher in all areas except for math. We need to research and improve our instructional strategies used to assist boys in achievement in reading and writing.</p> <p>We need to integrate more special education students into the general education classes.</p> <p>Build in more opportunities for our students to master our essential outcomes during the school day. We will still continue our after school programs but we are working to create an RTI during the day component of our school program so that we can provide additional support during our study skills time. We are already using that time in math and language arts to promote learning and we are thankful for the support provided to our LAP teachers who spend more than 20 minutes a day re-teaching our targeted students the skills that they need during extended block time.</p>

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 1: Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

Objective 1.1: Create a culture of trust among staff, students, and community.

<p>Schoolwide Reform Strategies Stevens GOAL 1</p>	<p>Stevens Middle School will improve the number of staff, students, and parent responses on the survey to a minimum of 100 responses by the community and by students so that the data can better help Stevens meet the needs of our community. One-hundred percent of staff members will attend a minimum of one staff or family social event per year 80% of staff members will report that SMS has high levels of collaboration and communication based on the CEE Survey. Students, parents, and community members will feel welcomed and valued by the school as measured by the CEE Survey (80% of our students will report that we have a supportive learning environment). Our goal is that more than 70% of our parents will share that SMS has high levels of parent and community involvement.</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				
We have implemented a social campaign. One staff or family social event every month. We will rotate between a family oriented staff social and an adult oriented staff social every month. This will increase our level of collaboration and communication on the CEE Survey.	Monthly	Ryan and Kristin to organize. Staff to participate.	Site Team	<input type="checkbox"/>	
PBIS- Re-commit to positive behavioral incentives and support for student behavior through trauma informed practices and tiered honor based discipline system.	5 Wednesdays per year with training from PASD.	PASD Technology Team	Site Team	<input type="checkbox"/>	
Read <i>Lost and Found</i> as a staff. This book focuses on school-wide practices for improving learning and social/emotional development for students.	January – June	All Staff	SITE TEAM	<input type="checkbox"/>	

<p>We are continuing all of our academic student support initiatives:</p> <ul style="list-style-type: none"> • Lunch time support • After school support • After school support with transportation 	<p>Available Monday – Thursday during homework club and two days per week with transportation. Lunch support is available every day.</p>	<p>All Staff</p>	<p>Site Team and all staff</p>		
<p>Multiple activities including open house, red ribbon bonfire, sporting events, music events, parent conferences, and team meeting with parent will increase the school involvement and our scores in all areas of the CEE Survey.</p>	<p>September-June</p>	<p>All Staff</p>	<p>All Staff</p>	<p><input type="checkbox"/></p>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All student receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

Objective 2.2: All students will receive the necessary support to successfully matriculate through the system in ELA.

Schoolwide Reform Strategies Stevens GOAL 2 – ELA	Students will improve their performance on the SBA by a minimum of 10% at the 7 th and at the 8 th grade level.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				
Technology Advancement to increase engagement. ELA teachers have migrated to the Google environment and are currently using technology as an instructional tool.	August – June	Technology Committee and all staff	Site Team	<input type="checkbox"/>	
All students will demonstrate the ability to navigate the Google environment by completing assignments and by mastering skills through the vehicle of Google Docs.	August - June	All Staff	Site Team	<input type="checkbox"/>	
Implement social studies and ELA curriculum by identifying 8 – 10 essential outcomes per semester by course and measure the outcomes with common formative and summative assesments.	August – June	Humanities Team	HUMANITIES TEAM AND ADMIN	<input type="checkbox"/>	

PLC Teams continue to adapt curriculum, instruction, and assessment based on student academic performance. Teachers use all of the available time for re-teaching and work with students in small groups on targeted academic intervention.	October – June based on assessment data and classroom work completed by students.	All department teams in PLC Wednesday Time	DEPARTMENT TEAMS AND ADMIN		
Our Native American Interventionists and our counseling team are also combining to run an after school enrichment program with transportation for our Native American Students. This is in addition to all other after school time provided.	October - June	Interventionists and Counselors	STUDENT SUPPORT TEAM		

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.

Objective 2.2: All students receive necessary support to successfully matriculate through the system in Math.

Schoolwide Reform Strategies Stevens GOAL 3 -Math	All students will meet standard on the adopted curriculum in 7 th grade and in 8 th grade as evaluated by common summative assessments designed and scored collaboratively by the math team.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				
Change in curriculum. All students in grade 7 will take pre-algebra and all students in grade 8 will take algebra.	September – June with check in dates quarterly	Math Staff	Admin	<input type="checkbox"/>	
Students will receive remediation based on student needs determined by informative assessments designed by our teaching teams.	September – June The assessments determine intervention	Teaching Teams	Teams and Admin	<input type="checkbox"/>	
Staff members will score the assessments collaboratively in PLC teams and adjust curriculum and instruction accordingly for all students.	August - June	Teaching Teams	PLC Teams and admin	<input type="checkbox"/>	
Math team builds in daily remediation for targeted LAP students within the school day in extended block time.	October - June	Teaching Teams	PLC and Site Team		

All students in need of math support will have access to after-school math tutoring and lunch tutoring available in the library.	October - June	Math Tutors / Rotary and Staff	Site Team		
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PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.2: All students receive necessary support to successfully matriculate through the system.

Schoolwide Reform Strategies Stevens GOAL 4 – Closing the Gap	Stevens Middle School will close the achievement gap in all areas between boys and girls by 5% by creating professional learning communities that consistently adjust instructional strategies based on collected student formative and summative assessments.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Professional Learning Community training on answering the four critical questions of a PLC	August – June	Site Team	Admin	<input type="checkbox"/>	
Research Boy Friendly instructional strategies and implement teaching to help boys meet standard.	August – June	Site Team	Admin	<input type="checkbox"/>	
PBIS – Re-commit to positive behavioral incentives and support for student behavior through trauma informed practices and a tiered honor based discipline system based on earning rewards	August – June	Site Team and All Staff	Site Team and Admin	<input type="checkbox"/>	

PLC teams will meet weekly during Wednesday morning times to discuss student achievement and try new strategies to reach our boys without impacting our girls. Some of those strategies include more movement and including reading that appeals to the minds of boys.	September - June	PLC Teams and all teaching staff	Site Team and Admin	<input type="checkbox"/>	
The D / F List will be reviewed quarterly and conversations will be had by our counseling team and admin team with our young men who are struggling to encourage success and provide academic support.	All year but completed quarterly	Departments and Inter-disciplinary Teams	Departments and Inter-disciplinary Teams		

PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
Students participate in physical education classes for a minimum of one semester for 45 minutes per day.	9-17 – 6/18	Physical education teachers	<input type="checkbox"/>	
Students also have 15 minutes every day of unstructured recess time in conjunction with lunch.	9/17 – 6/18	Support Staff and School Administration	<input type="checkbox"/>	
Most students at Stevens Middle School participate in middle school athletics.	9/17 – 6/18	Coaching Staff	<input type="checkbox"/>	

All students receive general instruction on physical activity and nutrition through physical education classes and science classes in 7 th and in 8 th grade.	9/17 – 6/18	Science teaching staff and physical education teaching staff.	<input type="checkbox"/>	
			<input type="checkbox"/>	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	79%	84%	x	80%	55%
Effective School Leadership	74%	87%	x	75%	50%
High Standards & Expectations	60%	77%	x	75%	55%
High Levels of Collaboration and Communication	68%	82%	x	75%	49%
Supportive Learning Environment	83%	91%	x	85%	70%
Frequent Monitoring of Teaching and Learning	60%	72%	x	65%	45%
Focused Professional Development	57%	71%	x	65%	55%
Curriculum, Instruction, and Assessment Aligned with Standards	74%	77%	x	75%	70%
High Levels of Community & Parent Involvement	70%	80%	x	75%	45%
Staff Willingness to Change	95%	100%	x	100%	100%

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	91%	84%	X	65%	65%
Effective School Leadership	91%	84%	X	70%	75%
Frequent Monitoring of Teaching and Learning	83%	82%	X	65%	60%
High Standards & Expectations	95%	91%	X	75%	70%
High Levels of Collaboration and Communication	84%	83%	X	65%	60%
High Levels of Community & Parent Involvement	84%	78%	X	60%	60%
Supportive Learning Environment	87%	82%	x	70%	70%

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	68%	72%	X	65%	x
Effective School Leadership	64%	71%	X	70%	x
Frequent Monitoring of Teaching and Learning	63%	66%	X	58%	x
High Standards & Expectations	85%	88%	X	92%	x
High Levels of Collaboration and Communication	63%	69%	X	63%	x
Supportive Learning Environment	65%	70%	x	73%	x

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Answer four critical questions on a PLC as a whole staff:

1. What do we want children to learn?
2. How do we know that they have learned it?
3. What do we do if they haven't learned it?
4. What do we do if they already know it?

Create a guaranteed and viable curriculum of 8 – 10 essential outcomes by course and by semester.

Design common formative and summative expectations to measure achievement of guaranteed and viable curriculum.

Re-teach all students who have not mastered expectations during study skills time and/or through after school programs.

Re-assess all students to guarantee achievement of the guaranteed and viable curriculum.

Provide teaching teams with the necessary time and support to guarantee student learning.

After school tutoring, homework club, Study Skills 5th Period for remediation and/or enrichment.

Rotary Tutors

Team meetings with parents and students who need support at school.

Participation in athletics, music, student leadership, activities and clubs.

Re-teaching with new strategies and redoing assessments. Parent communication on a regular basis as a tool to work with our families to support student learning and to provide emotional / social support to increase student access to learning.

Partnership with the Lower Elwha, truancy board, Peninsula Behavioral Support, School Nurse, Counselor, Psychologist to provide support for our students in need of the most support.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Systemic Reform of Overall Building Structure – Maximize Learning for each Student

Stevens Middle School has embraced the philosophy of **Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, and Many, 2006)**. The core of the philosophy shifts schools from talking to doing. The basic premise includes taking action, then evaluating and adjusting to improve student learning. Our action teams are organized into Professional Learning Communities (PLC’s): Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLC’s operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Stevens believes that focused attention on the following four questions (**DuFour, et. all, 2006**) keeps our PLC teams striving to meet the academic needs of every student in our school and focused attention on these four questions allows us to help Port Angeles School District achieve **District Strategic Plan Goal 1 – Maximize Learning for Each Student:**

1. What is it we expect students to learn? (by course and by semester)
2. How will we know when students have learned our essential outcomes? (essential outcomes by course and by semester)
3. How will we respond when students do not learn? (systemic interventions targeted at individual students)
4. How will we respond when students already know our essential outcomes? (systemic interventions for advanced learners)

Jim Collins argues that good-to-great companies, “Founded their strategies on deep understanding ... and translated that understanding into simple, crystalline concepts that guided all their efforts-hence the term *Hedgehog Concept*” (2001).

The Stevens Middle School Hedgehog Concept is an incessant search to answer the above four questions, because this search will lead to maximized learning for each student.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input type="checkbox"/>
No Money Needed	Teams meet every Wednesday in Departmental teams to design and evaluate common essential outcomes and common formative and summative assessments.	All staff in vertical, departmental teams. This includes special education staff and elective teachers.	<input type="checkbox"/>
No Money Needed for 2017 – 2018 Materials Purchased in 2016 - 2017	Learning By Doing Guide Book for PLC's	Site Team will be trained as facilitators and staff will participate in PLC vertical teams and horizontal inter-disciplinary teams to create curriculum and implement changes based on data gathered from common assessments	<input type="checkbox"/>
\$25,000.00	PLC Conferences in Seattle for the following subjects: 1. Designing Common Assessments 2. Grading Practices in PLC's 3. RTI and Trauma Informed Practices 4. Mathematics in a PLC	Teams of two will attend the workshops throughout the year. They range from December – March. Teams of two will return to the school to train the rest of the staff. If there is more interest, we will send more than two at a time.	<input type="checkbox"/>
\$10,000.00	Sub costs to free up each team to score common assessments and to design plans to reteach students who do not master the essential outcomes for each department.	All staff in all vertical and horizontal teams in each grade level will use time as needed at the completion of common assessments by quarter.	
\$10,000.00	To pay for extra support for teaching teams to provide small group tutoring during the school day.	Teachers will rotate on each team to provide specific teaching in each content area based on classroom work and school-based assessments.	
\$50,000.00	Exploring the option of paying for teacher planning time second semester to work with targeted students in small groups or on an individual basis to support students socially, emotionally, and academically.	We believe that our teachers are the best to serve the needs of students. One strategy will be to increase the time that teachers have available to meet the needs of students by having them give up planning time in order to provide more support to students.	

PART 9: EXECUTIVE SUMMARY

Executive Summary

Directions: Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Systemic Reform of Overall Building Structure – Maximize Learning for each Student

Stevens Middle School has embraced the philosophy of Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, and Many, 2006). The core of the philosophy shifts schools from talking to doing. The basic premise includes taking action, then evaluating and adjusting to improve student learning. Our action teams are organized into Professional Learning Communities (PLC's): Educators committed to working collaboratively in ongoing processes of collective in-inquiry and action research to achieve better results for the students they serve. PLC's operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Stevens believes that focused attention on the following four questions (DuFour, et. all, 2006) keeps our PLC teams striving to meet the academic needs of every student in our school and focused attention on these four questions allows us to help Port Angeles School District achieve District Strategic Plan Goal 2 – Student Achievement:

1. What is it we expect students to learn? (by course and by semester)
2. How will we know when students have learned our essential outcomes? (essential outcomes by course and by semester)
3. How will we respond when students do not learn? (systemic interventions targeted at individual students)
4. How will we respond when students already know our essential outcomes? (systemic interventions for advanced learners)

Jim Collins argues that good-to-great companies, “Founded their strategies on deep understanding ... and translated that understanding into simple, crystalline concepts that guided all their efforts-hence the term Hedgehog Concept” (2001).

The Stevens Middle School Hedgehog Concept is an incessant search to answer the above four questions, because this search will lead to maximized learning for each student.

Teachers have and will continue to develop common assessments in all core academic areas to measure student mastery of essential outcomes that have also been created by our teacher teams. Students who do not meet standard on our common assessments will receive re-teaching opportunities during the day and throughout our after school programs. Students will be re-assessed until mastery is realized. All assessments are based on State and Federal standards by content area. The teams have determined the most pertinent areas for measurement based on previous assessment and years of experience with working with middle school students. Our guaranteed and viable curriculum is based on leverage within the 7-12 curriculum. This means that skills that will be required throughout the learning curriculum and serve to meet the needs of multiple disciplines take precedence over other standards and skills. These learning expectations will be written in student / parent friendly language and will be published to increase understanding of academic goals throughout our community.

This plan will be evaluated quarterly and adjusted based on student needs and our scored common assessments. We will adjust the data and include new data based on our student common assessments. In this way, this document will become a living document that is adjusted and updated with data throughout the year.

PART 10: Sign-Off Sheet

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Ryan Stevens	
Teacher	Scott Soule	
Teacher	Stacey Sanders	
Teacher	Melissa McBride	
Teacher	Rob Edwards	
Teacher	Ruth Replogle	
Teacher	Darren Mills	
Para Educator	Jodie Smilay	
Parent	Samantha Bowechop	
ASB Presidents	Anne Edwards	
Community Member	Pam Cunningham	
Assistant Superintendent	Chuck Lisk	
Superintendent	Dr. Marc Jackson	
School Board President	Dr. Joshua Jones	<i>Board Approved Date:</i> _____