

Port Angeles School District

Stevens Middle School



**School Improvement Plan
2018 - 2019**

<p>Component One – Needs Assessment</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does our needs assessment integrate current school year quantitative and qualitative data? • How does your needs assessment give an accurate and thorough view of the entire school? • What subjects, grade levels, and programs are the strongest and weakest? • How does the school focus on the academic progress of English language learners? • To what extent are discipline issues impacting students? • What is the level of family and the community support at the school? • What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion. • How have you identified any areas of concern from the following within your needs assessment: Family Engagement, Transitions Between Grades and/or Schools; Technology; Professional Development; Schoolwide Tiered Models of Instruction; Behavior and Discipline; Well Rounded Education; Secondary Education Program Needs 	<p>Component Three – Activities to Ensure Mastery</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the plan support the most at-risk students in the school? • What strategies and programs will we use to help at-risk students remain or get back on track? • What is the district doing to help students in danger of dropping out or falling behind on mastery of a key skill? • What is the school doing to help students’ academic and non-academic needs? • Does the plan ensure the school meets students’ academic and non-academic needs? • Does the plan incorporate a wide range of strategies, programs and activities, including: <ul style="list-style-type: none"> ○ Counseling and mental health support ○ College and career readiness ○ Tiered behavioral support ○ AP & International Baccalaureate courses ○ Preschool transition support ○ Professional development for staff ○ Intensive academic support to students
<p>Component Two – Schoolwide Reform Strategies</p> <p>Guiding Questions:</p> <p>Does the plan’s schoolwide reform:</p> <ul style="list-style-type: none"> • Consider a well-rounded education ESSA Section: 8102(52). What about literacy, science, government, engineering, the arts, and mathematics? • Improve transitions between grades and/or schools? • Enrich and accelerate curriculum? • Provide opportunities for students both ahead of and behind grade level? • Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals? • Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses? • If your school is continuing as a priority or focus school in 2018-19, how do your strategies incorporate the 7 turn around principles? 	<p>Component Four – Coordination and Integration</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How will the school leverage allowable combined funds to improve the schoolwide plan? • How will it make the most of available staff at the school and district to maximize the positive impact of the plan? • How does the plan combine funds to connect the reform strategies developed? • Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program? • Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs? • Does the plan include the total amount of funds for each program? • If a priority/focus school: <ul style="list-style-type: none"> ○ Does the plan include school improvement funds? ○ How are schoolwide funds being leveraged to support school improvement efforts?

SBA & MSP DATA

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

Student #'s as well as percentages = #/%

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018		
Reading/ELA 7: % of students at each level					Math 7: % of students at each level						
	Level 1:	13	19	39/14		19%	Level 1:	20	24	55/21	#/%
	Level 2:	22	21	52/20		20%	Level 2:	25	25	76/29	23%
	Level 3:	49	39	110/42		39%	Level 3:	26	23	71/27	23%
	Level 4:	16	22	63/24		22%	Level 4:	30	27	60/23	27%
Reading/ELA 7: % Meeting Standard:	65.8%	60.1%	173/65	61%	Math 7: % Meeting Standard:	57.3%	49.9%	131/50	50/50		
% Not Meeting Standard:	34.2%	39.9%	91/35	39%	% Not Meeting Standard:	42.7%	50.1%	133/50	50/50		

Needs Assessments Implications:

65% of our students are meeting or exceeding standard on 7th grade ELA, which is 4% above the state average.

- 20% of our students are level 2 on the state exam. Focusing our attention on level 2 in 7th grade will dramatically improve our overall performance.

50% of our students meet or exceed state standard on the 7th grade math assessment, which meets the state average.

- 29% of our students scored level 2 on the state math exam. Focusing our attention on level 2 students in 7th grade will dramatically improve our overall performance.

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.
 Student #'s as well as percentages = #/%

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
MSP Science 8: % of students at each level					Reading/ELA 8: % of students at each level				
Level 1:	4	10	49/18	24%	Level 1:	12	18	38/14	27%
Level 2:	14	23	57/21	21%	Level 2:	20	23	59/22	22%
Level 3:	46	40	84/31	31%	Level 3:	45	39	116/43	39%
Level 4:	36	27	81/30	24%	Level 4:	23	20	57/21	22%
Science 8: % Meeting Standard:	72.8%	63.4%	165/61	55%	Reading ELA 8: % Meeting Standard:	67.5%	58.5%	173/64	60%
% Not Meeting Standard:	27.2%	36.6%	64/39	45%	% Not Meeting Standard:	32.5%	41.5%	97/36	40%

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Math 8: % of students at each level				
Level 1:	19	28	68/25	31%
Level 2:	18	23	57/21	21%
Level 3:	24	20	49/18	19%
Level 4:	40	28	97/36	29%
Math 8: % Meeting Standard:	62.0%	47.6%	146/54	48%
% Not Meeting Standard:	38%	52.4%	125/46	52%

Needs Assessments Implications:
 This is the first data from the new science test. We are 6% above the state. Two staff members have attended training on the new state test. We are adjusting curriculum and assessments to match the state test. We will see significant improvement through this alignment work.
 We are above the state average in reading and in math. We need to target our level 2 students and move them in to meeting standard and our scores will improve.

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 (*). Student #'s as well as percentages = #/%

Sub-Groups	GRADE 7 ELA						GRADE 7 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2018	State 2018	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2018	State 2018
Male	78.4	53.6	62.2%	54.3%	73/57	40,838/5	66.9	50.7	62.9%	49.7%	64/49	40,893/49
Female	80.3	66.8	70.2%	66.2%	99/73	38,714/68	56.7	51.5	50.4%	50.1%	68/50	38,766/50
2 or more Races					13/50	6099/62			31/65	5639/53	7/27	6090/50
FARMA	66.9	42.8	53.5	31.9	69/54	43%	51.5	33.3	42.5	31.9	55/43	33%
Special Ed	26.7	19.7			10/10	9347/15	7.7	14.7	44/14	10	42/2	9367/11
Sub-Groups	GRADE 8 SCIENCE						Needs Assessments Implications: <ul style="list-style-type: none"> Female students outperform male students on the 7th grade ELA exam by 12 percentage points. A gender-based achievement gap does not exist in 7th grade math. Our sub-groups including special education, students of poverty, and students of 2 or more races are all significantly underperforming in both grade levels. 					
	MSP 2016	State 2016	MSP 2017	State 2017	SBA 2018	State 2018						
Male	91.6	68	85	66	92/63	55%						
Female	91.1	69	80	68	73/58	54%						
2 or more Races					13/54	57%						
FARMA	86.0	51.8	79.0	49.2	NA	NA						
Special Ed	36	25	35	23	11/26	15%						
Sub-Groups	GRADE 8 ELA						GRADE 8 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2018	State 2018	SBA 2016	State 2016	SBA 2017	State 2017	SBA 2018	State 2018
Male	62.2	54.5	62.4%	52.1	83/57	4048138	65	47.5	60.1	46.1%	77/53	40,515/46
Female	78.7	68.9	65.1%	65.1%	89/72	38,504/6	68.1	51.3	64.0	49.2%	69/55	38,499/50
2 or more races					14/58	5783/64					12/50	5753/50
FARMA	61.1	44.8	56.0	41.5	71/58	NA	58.0	31.3	48.7	29.8	62/50	NA
Special Ed	29.5	20	13	13	30/13	8783/13	9.1	11.4			2/2	8755/8

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2017-18				Results for 2018-19					
District Reading, Math and Science Winter Benchmark (percent of students at standard) Analytical Reading Inventory (ARI)		Reading		Math	Science		Reading		Math	Science
	Grade	MAP LANG	MAP RDG	MAP	Benchmark	Grade				
	7	+6%	+3%	+3%	NA	7				
	8	+4%	+3%	+3%	NA	8				
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	78%	N/A	N/A	7					
	8	74%	N/A	N/A	8					
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	95%	100%	90%	7					
	8	98%	100%	90%	8					

Common Assessments	Grade	ELA	Math	Science
	7			
	8			

Needs Assessments Implications:

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

Summary Student Internal Accountability System Demographic Data (end-of-year data)													
Internal Assessment Results for 2017-18 (EOY)						Internal Assessment Results for 2018-19 (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	526	95%	21	3		4	7						
8	726	94%	28	0	1	6	8						

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

Summary of Student Support Services 2017-18 (EOY)				
Grade	Special Education (not speech)	Homeless EOY Number of Homeless Students	504	Student Assistance Team (SAT)
7	44		13	8
8	47	2	13	5

Percentage on Pace for Promotion to Port Angeles High School			
	September	February	June
All	88%	90%	100%
Male	86%	88%	100%
Female	90%	92%	100%
Native	80%	84%	100%
Special Ed	75%	80%	100%

Missing Assignments and Attendance

Student #'s as well as percentages = #/%

Missing Assignments and Attendance												
Student #'s as well as percentages = #/%												
Missing Assignments		SEP #/%	OCT #/%	NOV #/%	DEC #/%	JAN #/%	FEB #/%	MAR #/%	APR #/%	MAY #/%	JUN #/%	
	Math											
	ELA											
	Science											
	Electives											
Attendance		SEP #/%	OCT #/%	NOV #/%	DEC #/%	JAN #/%	FEB #/%	MAR #/%	APR #/%	MAY #/%	JUN #/%	
	Overall Average											
	Zero Zeroes	Avg. 32 students per day										
	After School	NA										

STUDENT ATHLETIC AND ACTIVITY PARTICIPIATION (Suggested chart format)

STUDENT ATHLETIC AND ACTIVITY PARTICIPIATION 2017-18			
Activity	Number of Students	Athletics	Number of Students
Tech Club	18	Cross Country	46
Honor Society	110	Volleyball	48
Yearbook	10	Football	80
Sources of Strength	25	Wrestling	
Mine Craft	12	Track	

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 (2017-18).	7 th 89.48	8 th 91
Unexcused Absences	Total number of absences not excused (2017-18).		
Discipline Report	Summary of discipline activity for the building ((2017-18).	Drugs/Alcohol: 7 Tobacco: 7 Weapons: 3 Fighting/Assaults: 40	Court Petitions: 20 Expulsions: 1 Short-term Suspensions: Long-term Suspensions:
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level ((2017-18).	52%	
Gender Report	Number of male and female students as reported by the (2017-18) OSPI School Report Card	Males: 289 Females: 268	
Ethnicity Report	Percent of students by ethnic groups as reported by the (2017-18 OSPI School Report Card	American Indian or Alaskan Native: 4.7 Asian or Pacific Islander: 1.8 Black: .04 Hispanic: 8.8 White: 74.1	
Staff Report	Staff demographic data as reported in the (2017-18) OSPI School Report Card	Headcount: 549 Overall Ratio:	Average Years of Exp: 19 Percent ≥ a Master’s Degree: 81%

AREAS OF STRENGTH AND CONCERN

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 OF CONCERN
<p>We continue to remain above the state average in ELA in both 7th and 8th grade.</p> <p>Our students continue to outperform the state in science. It is a brand new test, but our teachers have worked hard to learn new standards and to adjust curriculum and assessments to meet the new standards</p> <p>Our math students continue to rival the state average in mathematics performance.</p> <p>Our staff has identified essential outcomes in math, ELA, and in science at both grade levels. We will work toward identifying essential outcomes in history for both 7th and 8th grade this year.</p> <p>Our staff members continue to design common formative, grade-level assessments in all content areas. These assessments will be scored together in order to identify skill deficits and immediately re-teach and re-assess our essential outcomes to provide immediate intervention and extension activities for our students and to increase participation in our after school programs.</p> <p>Our extra-curricular programs continue to grow and to show case student involvement and excellence in music and in athletics.</p>	<p>A learning gap exists between general education students and students with special needs.</p> <p>Our students with special needs must have increased access to general education course work and general education classes.</p> <p>A learning gap exists between students of poverty and affluent students.</p> <p>A learning gap exists between students of two-or-more races and Caucasian students.</p> <p>We need to complete more formative and summative assessments based on our essential outcomes in order to provide support and enrichment in a more-timely manner to all students.</p>

ACTION PLAN

Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning

Goal 1: All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

Goal 2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

Stevens ELA	Smart Goal All School 7 th grade students will increase the percentage of students meeting standard in ELA from 65% to 70%. 8 th grade students will increase the percentage of students meeting standard in ELA from 64% to 69%			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
All School	Implementing support programs will increase student achievement in ELA. The programs that will improve student performance by 5% include Academy / Homework club, Rotary Tutors, and Academy 9 / Zero Zeroes Program.	Additional adult support and time to complete required work. <ul style="list-style-type: none"> • Academy teachers study skills 30 minutes per day • After School Programs for Tutoring and Homework Completion • Zero Zeroes provides students extra time during the school day to complete missing work 	<input type="checkbox"/>	Data compiled monthly.

<p>1. Stampeder Program 7th and 8th Grade will target the students currently scoring level 2 and move 10% from level 2 to level 3 on the state exam.</p>	<p>Students who are level 2 with good attendance and few discipline issues will be invited to participate in the Stampeder Accelerated Learning Program. This program will excel student academic skills in a family structure that caps class size at 25 students per class.</p> <ul style="list-style-type: none"> • Teachers loop with students • Increases relationships with students and families • Smaller class sizes increases individualized attention 	<p>Common formative assessments designed and implemented by the team with re-teaching opportunities provided based on gathered data from these assessments. Students can easily be re-grouped based on data from these assessments for re-teaching and/or enrichment.</p> <ul style="list-style-type: none"> • Teachers will utilize after school programs to support learning 	<input type="checkbox"/>	Spring
	<p>Identify and measure essential outcomes in</p> <ul style="list-style-type: none"> • ELA for 7th grade • ELA for 8th grade • All students will meet standard in ELA on all PLC Team Designed Essential Outcomes 	<p>Team will collaboratively score common assessments monthly in order to design interventions and enrichment activities for student mastery of essential skills.</p> <ul style="list-style-type: none"> • Common academic support and enrichment • Students will be guided to our after school support programs based on skill deficits identified by the common formative and summative assessments. 	<input type="checkbox"/>	Spring

<p>Students with special needs will increase their passage rate of the state exam in reading and in writing by 10%.</p>	<p>Increase access to general education curriculum and coursework. Whenever possible, students will participate in general education classes with general education curriculum.</p> <ul style="list-style-type: none"> • Improving the overall academic performance of our students with special needs. • Students will receive support in general education courses through a combination of specially designed instruction delivered from general education teachers, para-educator support, and team teaching between general education teachers and special education teachers. 	<p>Additional access to grade level curriculum that we modify based on IEP language. Increased access to grade level assessments that we modify based on IEP language.</p> <ul style="list-style-type: none"> • Assessments will measure essential outcomes • Students will receive re-teaching through daily interventions and after school programs • Academy time will be used for additional support for students with special needs 		<p>Spring</p>
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<p>The 7th Grade ELA Team will implement data notebooks.</p>	<p>Student Data Notebooks in all 7th grade ELA classes. All teachers are using student data notebooks in all 7th grade ELA classes.</p> <ul style="list-style-type: none"> • Increases Academic Self-Esteem • Tracks Homework Completion and Scores • Tracks Common Assessment Data • Tracks Attendance and Missing Work • Tracks Re-Assessment • Increase Study Habits 	<p>Teachers will model and provide students with time to record data and demonstrate to students how improved effort leads to improved scores in ELA performance.</p>		<p>Spring</p>
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ACTION PLAN

Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning

Goal 1: All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

Goal 2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

Stevens Math	<p>Smart Goal All School 7th grade students will increase from 50% meeting standard to 55% meeting standard on the state assessment. 8th grade students will increase from 54% meeting standard to 59% meeting standard on the state assessment.</p>			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
<p>All School Increasing overall academic performance in math for grades 7 and 8.</p>	<p>Our intervention programs designed by our weekly PLC Team Meetings:</p> <ul style="list-style-type: none"> • Team based intervention and enrichment strategies during class time • School-based and systemic Academy / After School Programs / Zero Zeroes 	<p>Additional adult support and time to complete required work.</p> <p>Academy is a during the day study skills, enrichment, and intervention program that lasts 30 minutes every day except for Wednesday.</p> <p>After school programs continue to offer students support for tutoring and for homework completion.</p> <p>Zero Zeroes is a program that allows students extra time to complete missing assignments during lunch time every day except for Wednesday.</p>	<input type="checkbox"/>	<p>Data compiled monthly</p>

<p>1. Stampeder Program 7th and 8th Grade will target the students currently scoring level 2 and move 10% from level 2 to level 3 on the state exam in math.</p>	<p>Students who are level 2 with good attendance and few discipline issues will be invited to participate in the Stampeder Accelerated Learning Program. This program will excel student academic skills in a family structure that caps class size at 25 students per class.</p> <ul style="list-style-type: none"> • Teachers loop with students • Increases relationships with students and families • Smaller class sizes increases individualized attention 	<p>Common formative assessments designed and implemented by the team with re-teaching opportunities provided based on gathered data from these assessments. Students can easily be re-grouped based on data from these assessments for re-teaching and/or enrichment.</p>	<input type="checkbox"/>	<p>Spring</p>
	<p>Teams will identify essential outcomes:</p> <ul style="list-style-type: none"> • Design common assessments • Score Common Assessments • Design and implement interventions • Assign to our after school support programs 	<p>Commonly scoring assessments leads to common academic support and enrichment based on student academic performance. Students will be guided to our after school support programs based on skill deficits identified by the common formative and summative assessments.</p>	<input type="checkbox"/>	<p>Spring</p>

Strategic Plan Focus Area 2: District Culture

Goal 1: Promote a safe, healthy, affirming, and welcoming learning environment.

Goal 2: Celebrate success through broad-based, varied media.

Stevens Goal 1	Smart Goal: Decrease the overall days of suspension for Stevens Middle School by 10%, by using our PBIS System known as The Honor Level System and by promoting hope, health, and strength through Sources of Strength.			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
Action Item 1	Use Academy to teach study skills, test-taking skills, note taking skills, and organization skills to all students.	Teachers will check binders and notebooks during academy weekly. Teachers will require students to record assignments on assignment logs as well as scores on assignments in order to increase student academic self- esteem.	<input type="checkbox"/>	Spring
Action Item 2 Continue to support our students through our positive behavior intervention program known as the honor level system.	Site Team and PBIS Team will evaluate struggling students and look for ways to improve behavior in addition to the honor level system. Multi-Tiered Systems of Support: interventionists, counseling team, administration team, and teacher teams will meet bi-weekly to identify students in need of support and refer to our system of support.	Monthly evaluation of data. Plan Staff PD in working with students experiencing trauma. Adjust system as needed based on gathered data. Intervention Room for student reflection on behavioral choices. Honor Level System Referral Based System for extreme behaviors Referral to Port Angeles High School Health Clinic	<input type="checkbox"/>	On-going

<p>Action Item 3 *Social/Emotional Train 50 Students in the Sources of Strength Curriculum to promote healthy choices and to start a positive messaging campaign.</p>	<p>Requirements:</p> <ul style="list-style-type: none"> • Student Training • Mentor Training • Weekly Meetings to Support Students and to Promote Their Efforts (during student lunches) • Support Sources of Strength Stampeder Pride Week 	<p>Students and Staff Will:</p> <ul style="list-style-type: none"> • Identify that which brings them strength and provides them with hope • Create and design positive messages in the school and in the community Fight negativity and mean words by replacing mean behavior with hope, health, and strength • Celebrate Community through Red Ribbon Week and Host the Annual Sources of Strength Stampeder Pride Bonfire 	<input type="checkbox"/>	<p>Monthly</p>
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ACTION PLAN

Strategic Plan Focus Area 3: Family & Community Engagement

Goal 1: Create and promote a system that facilitates open and accessible communication between family, staff, students, and community.

Stevens Goal 1	Smart Goal: Stevens Middle School will reduce the number of students missing 20 or more days by 50%. We will measure our student attendance monthly beginning the first of October and we will set monthly goals as a school community.			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
Attendance	All 7 th grade students are tracking their individual attendance through their student data notebooks.	We are teaching students how to goal set and we check their attendance weekly in ELA and goal set based on the gathered data. For many students, this is the first time that they have to make up work missed when absent.	<input type="checkbox"/>	Spring

<p>Communication 100% of our parents will receive vital school communication.</p>	<p>Identify a positive communication tool that works for all educational stakeholders. As a school we will utilize the following strategies</p> <ul style="list-style-type: none"> • SMS Google Calendar On-line • Daily Bulletin Published On-line • SNN News (Live and Posted on Website) • Monthly News Letters from the Principal 	<p>Daily updates to all communication formats on-line</p> <p>Principal News Letters Monthly</p>	<input type="checkbox"/>	<p>Monthly</p>
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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.	9-18 – 6/19	Physical education teachers	<input type="checkbox"/>	
Students also have 15 minutes every day of unstructured recess time in conjunction with lunch.	9-18 – 6/19	Support Staff and School Administration	<input type="checkbox"/>	
Most students at Stevens Middle School participate in middle school athletics.	9-18 – 6/19	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.	9-18 – 6/19	Science teaching staff and physical education teaching staff.	<input type="checkbox"/>	
			<input type="checkbox"/>	

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	2013	2014	2015	2016	2017
Clear & Shared Focus	84%	x	80%	55%	55%
Effective School Leadership	87%	x	75%	50%	50%
High Standards & Expectations	77%	x	75%	55%	60%
High Levels of Collaboration and Communication	82%	x	75%	49%	50%
Supportive Learning Environment	91%	x	85%	70%	50%
Frequent Monitoring of Teaching and Learning	72%	x	65%	45%	45%
Focused Professional Development	71%	x	65%	55%	55%
Curriculum, Instruction, and Assessment Aligned with Standards	77%	x	75%	70%	70%
High Levels of Community & Parent Involvement	80%	x	75%	45%	45%
Staff Willingness to Change	100%	x	100%	100%	100%

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	2013	2014	2015	2016	2017
Clear & Shared Focus	84%	X	65%	65%	70%
Effective School Leadership	84%	X	70%	75%	65%
Frequent Monitoring of Teaching and Learning	82%	X	65%	60%	65%
High Standards & Expectations	91%	X	75%	70%	70%
High Levels of Collaboration and Communication	83%	X	65%	60%	65%
High Levels of Community & Parent Involvement	78%	X	60%	60%	55%
Supportive Learning Environment	82%	x	70%	70%	65%

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.

Stevens Middle School believes that we must provide during the day intervention for student academics and for student behavior. We have implemented the following whole school support programs for students:

1. Academy
 - A 30-minute period of time to teach organization, study skills, and test taking skills
 - Teachers check binders and help students organize binders during this time
 - Teacher teams use this time to re-teach students that do not master our essential outcomes and they use this time to provide enrichment for students who have already mastered essential outcomes
2. Zero Zeroes Program
 - Students with missing assignments are referred to Mr. Stevens and Mrs. Lunt for lunch support to complete missing assignments
 - Students complete assignments during lunchtime. If students do not complete assignments during this time, they are referred to one of the after school programs to complete assignments.
3. Team Based Academic Interventions
 - Teams have designed common assessments to measure student progress towards achievement of our team identified essential outcomes in all content areas.
 - Students who do not demonstrate mastery of our essential outcomes are retaught lessons during academy time or during reteach days in all content areas and are reassessed to make sure that they are mastering our essential outcomes. These common assessments take place approximately every four weeks, but teams determine the timing of these assessments based on student readiness.
 - Teams provide enrichment and/or celebrations based on student achievement of team designed goals.
4. Student Data Notebooks in 7th Grade ELA
 - Teachers provide students time to record critical success data in student data notebooks
 - Students refer to the notebooks to measure progress toward achievement of academic, attendance, and behavioral goals.
 - Student efficacy and academic self-esteem improve dramatically when students record their own formative and summative data
 - These notebooks are also effective tools for parent conferences and for communication with parents regarding student progress

5. Student Behavior Intervention

- Honor Level System is our PBIS system. The Honor Level System offers students an opportunity to manage behavior and rewards them for positive behaviors in the school. Students remain on honor level 1 for making good choices at school. Privileges are removed for poor decisions that result in disciplinary infractions that move students to honor level 2, 3, and 4. Students have the opportunity to reset their level every 14-calendar days. Mistakes are opportunities to learn and behavior is modified through reflection and adjusted behavior. We celebrate positive behavior through school-wide monthly celebrations.
- The intervention room is used for low-level, classroom or common area behaviors. All infractions are tracked, communicated and compared monthly.
- The final behavior intervention program includes the traditional school referral system. All referrals are considered exceptional behavior and these are entered into Skyward. These behaviors might lead to exclusion from school.

6. Common Formative Assessments

- Math / ELA / Science teams are assessing students based on our identified essential outcomes. We will use the results of these assessments to target specific academic skill re-teaching and/or enrichment in our academic teams.
- Academy can be used to re-teach and to enrich during the school day.
- We can also use time in class for re-teaching and for enrichment based on assessment results.
- We will also use our after school programs to provide re-teaching / enrichment based on these results.

COORDINATION AND INTEGRATION

***Budget Categories: Basic Education, Title I, Title II, LAP, High Poverty Lap, Other**

Budgeted Amount	Professional Development Activity	Description of Participating Staff	*Budget Category
State Basic \$3,579,226	On-going PD in math, ELA, science, brain-based learning, trauma informed practices, and professional learning communities	All classroom teachers, assistant principal, and some para-educators	State Basic
State Special Education \$676,627	Included with above listed PD in addition to other more focused PD around issues specific to IEP writing, instruction, and assessment.	Three special education teachers, plus therapists, and para-educators	State Special Education
Federal Special Education \$89,471	Included with above information	Three special education teachers, plus therapists, and para-educators	Federal Special Education
CTE \$144,397	Training in technology and core competencies for career and technical education and 21 st century skills for the workforce.	One CTE teacher and para-educator support	CTE
State LAP/HP \$294,760	Classroom teachers and para-educator training on collaboration, using assessments, targeting resources for trauma and poverty impacted students.	All Staff, but focused primarily on ELA and Math Teachers	State LAP/ HP
Federal Native American \$11,482	Support Native American Interventionist Training Opportunities for working with Native American Students	Native American Interventionists	Federal

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	Laurel Kaufman	
Teacher	Melissa McBride	
Teacher	Rob Edwards	
Teacher	Leann McComb	
Teacher	Susan Dekreon	
Para Educator	Jodie Smilay	
Parent	Tammy Robinson	
ASB Presidents		
Community Member		
Assistant Superintendent	Chuck Lisk	
Superintendent	Martin Brewer	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____