

STANWOOD-CAMANO SCHOOL DISTRICT

Port Susan Middle School

SCHOOL IMPROVEMENT PLAN

2019 - 2022

Cherae Almanza

PRINCIPAL



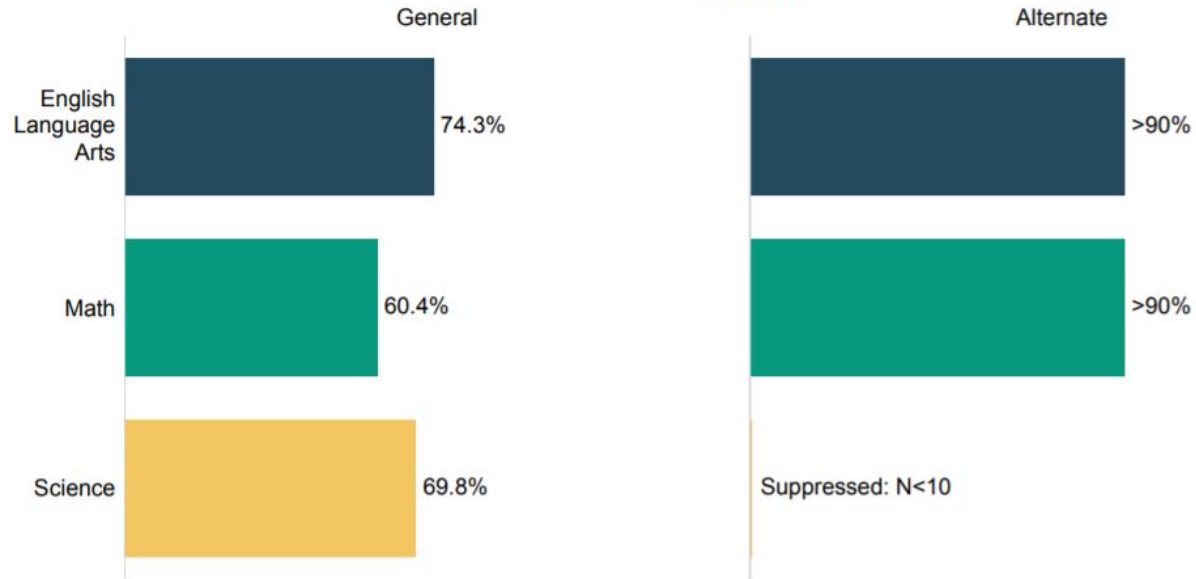
2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	509	100%	Two or More Races	23	4.5%
American Indian/Alaskan Native	2	0.4%	English Language Learners	26	5.1%
Asian	19	3.7%	Homeless/McKinney Vento	17	3.3%
Black/African American	5	1.0%	Low Income	147	28.9%
Hispanic/Latino	62	12.2%	Section 504	26	5.1%
Native Hawaiian/Other Pacific Islander	4	0.8%	Students with Disabilities	75	14.7%
White	395	77.4%	Student Mobility	13	2.6%

Washington School Improvement Framework (WSIF)

[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Port Susan Middle School 2018-19



Leadership Team Members

Name	Position	Name	Position
Cherae Almanza	Principal	Chelsea Hanson	ELA/Hi Cap Teacher
Crysty Auckland	Assistant Principal	Rebecca Klein	Science Teacher
Emily Bowne	School Psychologist	Sheri Schroeder	ELA/History Teacher
Grace Gale	Science/CTE Teacher	Crystal Titus	Fitness Teacher

The Stanwood-Camano School District Collective Commitment:

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano's children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Mission Statement:

Port Susan Middle School celebrates the uniqueness of learners by creating a safe, opportunity-rich environment that builds success for all.

Driving the work of Port Susan includes the beliefs:

- Middle school students are in a unique developmental stage of social, emotional, and physical transition;
- In challenging middle school students to reach their highest potential;
- In providing opportunities in the arts, academics, technology, service, and athletics that will enrich and encourage lifelong learning;
- Middle school students need positive personal adult and peer interactions at school and within the community.

Vision Statement:

This school improvement plan describes Port Susan Middle School's mission, improvement goals and action plan. Regular analysis of student achievement will document our progress towards our goals. The plan will focus on the instructional core, especially as it relates to the University of Washington Center for Educational Leadership's 5 Dimensions of Powerful Teaching and Learning and full implementation of Washington State Learning Standards.

What were you SIP goals from last year and did you school hit the target? Why or why not:

Goals:

Goal 1: There will be a reduction of 10% in the number of non-proficient students in grades 6-8 as measured by the English Language Arts Smarter Balanced Assessment. Concurrently, our special education sub-group will reduce the amount of students scoring level one range by 10%.

Goal 2: There will be a reduction of 5% in the number of non-proficient students in grades 6-8 as measured by the Mathematics Smarter Balanced Assessment. Concurrently, our special education sub-group will reduce the amount of students scoring level one range by 10%.

Goal 3: There will be a reduction of 5% in the average percentage of student absences in grades 6-8 as measured on the Washington School Improvement Framework.

Goal 4: Our goal is to have 50% of our parents who return the Parent Involvement Survey to be involved in one or more activities at Port Susan. This will be measured through an annual survey, which will be sent to each family.

Goal 5: 95% Student Participation on the 2018-2019 Smarter Balanced Assessments.

Reflection:

Goal 1: There was a reduction of 8.6% in the number of non-proficient students in grades 6-8 as measured by the English Language Arts Smarter Balanced Assessment. Our special education sub group had 30.3% students meet standard in 2018-2019, an increase of 12.7% meeting standard from the previous year.

Goal 2: There was an increase of 18.1% in the number of non-proficient students in grades 6-8 as measured by the Mathematics Smarter Balanced Assessment. Our special education sub group had 13.6% students meet standard in 2018-2019, an increase of 4.1% meeting standard from the previous year.

Goal 3: There was a reduction of 8.9% in the average percentage of students absences in grades 6-8 from the previous school year. We had 86.3% of students regularly attend school in 2018-2019, which was a 1.6% increase from the previous year.

Goal 4: Of the parents who returned the Parent Involvement Survey, 100% of the parents were involved in at least one activity at Port Susan Middle School.

Goal 5: There was 98% student Participation on the 2018-19 Smarter Balanced Assessments.

Why or Why Not:

Goal 1: Implementing reading and writing standards throughout the content areas has continued to be an area of focus for Port Susan Middle School. Utilizing consistent use of reading strategies and using text details to provide evidence for claims has improved reading and writing scores.

Goal 2: Mathematics curriculum updates that have recently been implemented at the secondary level. Teachers began looking at curriculum options throughout the year and online supports to align content to the standards. Special Education department has been using TransMath Curriculum consistently and has shown positive growth.

Goal 3: This past year, we started implementing perfect attendance awards and incentives.

Goal 4: Although we met this goal, not many parents took the survey to begin with, so it is not an accurate measure of parent involvement. To better measure parent involvement, we need to keep track of how many attend events.

Goal 5: The principal met with students and parents who were thinking about opting out of taking the Smarter Balanced Assessment.

Needs Assessment

1. What are the data points you are using to complete your needs assessment?

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Progress Monitoring Data
- Curriculum Based Assessments
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- School Climate data

Discipline Referrals

Healthy Youth Survey

Graduation rate data

Needs Assessment Narrative:

According to our Healthy Youth Survey results for 2018-2019: 18.9% of 6th grade students had seriously thought about self harm. In addition, over 50% of 8th grade students felt nervous, anxious, or on edge in the last 2 weeks. This tells us that our students are dealing with stress and anxiety on a daily basis, and we need to be more trauma informed on how to better support our students with growing social-emotional needs.

According to our Healthy Youth Survey results for 2018-2019: 55% of students felt teachers do not praise hard work and over 60% of students felt that the school does not let parents know when they've done something well. This information tells us that we need to focus on positive communication home with parents throughout the year. Examples of that could be through parent emails, Knight News, awards, etc.

In order to continue moving forward with student growth in academic areas, we need to focus on the social emotional needs of all students. This not only happens within our school building, but in our communication home with families in order to build a combined support system.

2. What are your school's areas of strength?

Port Susan Middle school is performing well above the state in all Smarter Balanced Assessments. Math is 11.5% higher, English Language Arts 14.7% higher, and Science 23.1 % higher than the state. In addition, Port Susan Middle School has many different subgroups of students. Each of our subgroup populations are showing positive growth. Our special education students improved by 12.7% met standard in English Language Arts and 4.1% met standard in math. Our English Language Learners improved by 6% met standards in language proficiency.

Port Susan Middle School hosts a variety of afterschool sports and athletics for our students to be involved in. This helps to build a sense of community, connection, and well-roundedness for our students.

Port Susan Middle School also works to establish an advisory program where students create goals, track progress, and take ownership in their learning by conducting Student-Led-Conferences.

3. What are your school's areas of needed growth?

In this day and age, our students are constantly faced with numerous social-emotional issues and this is an area that continues to be an area our staff needs training on ways to better support our students.

Another area of focus is improving our regular attendance rates and our Smarter Balanced Assessment scores for Mathematics.

4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

One specific area of growth will be to focus on meeting students' social-emotional needs by becoming a more trauma informed school in order to help eliminate barriers for students' academic success. We will bring in outside resources to provide training throughout the school year during staff meeting time.

Focus on the mathematical practices of building resilient learners by allowing them to struggle and make sense of new learnings. With the new curriculum, students are able to make discoveries through their efforts and work towards mastery of content.

Attendance will be focused on monthly with students and families. Sharing information with parents regarding why attendance matters as well as how regular attendance is defined. Monthly grade level meetings for student recognition.

District:

Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.

(G6): Ninety percent of all students and all subgroups graduating in four years by 2027.

(G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.

(G8): English Proficiency: Seventy-seven percent of EL students making annual progress by 2027.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

Our goal for 2019-2020 is to increase the percentage of students meeting standard on the Smarter Balanced Assessment for all subgroups.

- For all subgroups currently above 50% meeting standard, our goal is to increase the percentage of students meeting standard on the Smarter Balanced Assessment for English Language Arts and Mathematics by 5%.
- For all subgroups currently below 50% meeting standard, our goal is to increase the percentage of students meeting standard on the Smarter Balanced Assessment for English Language Arts and Mathematics by 10%.

ELA data from 2018-2019:

All – 74.3%
 Asian – 66.7%
 Hispanic/Latino of any race(s) – 59.3%
 Two or More Races – 69.2%
 White – 77.5%
 Low-Income – 53.9%
 Homeless – 41.2%
 Section 504 – 67.9%
 Students with Disabilities – 30.3%

Math data from 2018-2019:

All – 60.4%
 Asian – 63.2%
 Hispanic/Latino of any race(s) – 37.3%
 Two or More Races – 69.2%
 White – 63.9%
 Low-Income – 38.6%
 Homeless – 25.0%
 Section 504 – 51.7%
 Students with Disabilities – 13.6%

Action Plan

Action	Timeline	Leads	Resources
Math Alignment with Pearson Envision	2019-2020 school year	Math teachers	Release days, Professional Development Wednesdays,

			planning time, Pearson Curriculum
Implement Reading & Writing Strategies into content areas	2019-2020 school year	All teachers	Common Core Standards, Professional Development Wednesdays, planning and collaboration time
Science Alignment (Ambitious Science Teaching and 3D model)	2019-2020 school year	Science Teachers	Ambitious Science Teaching Science Standards Release time, Professional Development Wednesdays, planning

Goal: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

Our goal for the 2019-2020 school year is to improve our median student growth by 3%.

Our 2018-2019 ELA sub-group data is as follows:

- Non English Language Learners: 58%
- Homeless: 33%
- Low-Income: 53%
- Section 504: 56%
- Students with Disabilities: 57%

Our 2018-2019 math sub-group data is as follows:

- Non English Language Learners: 50%
- Homeless: 35%
- Low-Income: 51%
- Section 504: 44%
- Students with Disabilities: 49%

Action Plan

Action	Timeline	Leads	Resources
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Identify areas of strengths and areas for improvements for students organized by advisory classes	2019-2020 school year	Advisory Teachers	Smarter Balanced Assessment scores, spreadsheet for data, Professional Development Wednesdays
Data Analysis of individual student growth	2019-2020 school year	Teachers	Smarter Balanced Assessment scores/ data/attendance
Curriculum Alignment	2019-2020 school year	Teachers	Professional Development Wednesdays, release-time, planning, curriculum, standards

Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

Our goal for the 2019-2020 school year is to improve our regular attendance by 2%.

- Our 2018-2019 attendance was 86.3%
- Our 2017-2018 attendance was 84.7%

Action Plan

Action	Timeline	Leads	Resources
Monthly Perfect Attendance Awards at Student Meetings each month	Monthly	Administrators	Certificates, Monthly Class Meetings
Communicate with Parents about daily attendance (personal/robo phone calls, Skyward, emails, etc)	2019-2020 School Year	Secretaries, Counselor, Administrators	Skyward, Email
Parent and Student Communication about the	2019-2020 School Year	Counselor/Administrators	Attendance Works, Knight News

importance of attending school regularly			
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Goal: *One hundred percent participation rate on state assessments.*

Our goal for 2019-2020 is for all students to participate in the Smarter Balanced Assessment.

- Our 2018-2019 participation rate was 98.2%

Action Plan

Action	Timeline	Leads	Resources
Run consistent schedule during testing	2020 testing dates	Administrators	Bell Schedules
Personal conversations with students/parents who have test questions	2020 testing window	Administrators/Counselor	None
Communication with parents/students about test preparation to build confidence	2020 testing window	Advisors, Teachers, Administrators, Counselor	Advisory, Test-Prep articles

Goal: *English Proficiency: Seventy-seven percent of EL students making annual progress by 2027.*

Our goal for 2019-2020 is to increase the percentage of English Language students making annual progress by 6%.

- 2018-2019 growth was 40%
- 2017-2018 growth was 28.6%

Action Plan

Action	Timeline	Leads	Resources
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Adding English Language Learner support class	2019-2020 School Year	Cate Perry & Selina Wyman	District Funds
Utilizing Read-Write & text in native language(s)	2019-2020 School Year	Mark Wayland Cate Perry	Read-Write, Google Translate, Newsela, Audio
Provides teachers with classroom strategies to help English Language Learners	2019-2020 School Year	Cate Perry	Planning periods, classroom support, curriculum in native language

Plan for Year 2 & 3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

- **Master schedule: Look at reducing transitions and adding interventions**
- **Continue training with social-emotional and trauma informed practices**
- **Continue conversations with students about the High School and Beyond Plan, Graduation Pathways, and Career Readiness through Advisory and 8th grade Student-Learning Plans**
- **Continue to review and collect progress for ongoing intervention strategies and support throughout middle school**
- **Update and implement Student Support Teams**
- **Continue attendance conversations about regularly attending school**
- **Create a plan to reduce the number of students failing one or more class(es)**

2021-2022:

- **Re-evaluate the plan of 2020-2021 to make improvements and narrow the focus to smaller sub-groups of students**
- **Look at curriculum strategies to support social-emotional/trauma informed learning**
- **Align school-wide ideas to build consistency throughout a student's day**

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