

PORT SUSAN MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2017



Port Susan Middle School
7506 267th Street NW
Stanwood, WA 98292

Dan Johnston
Principal



Port Susan Middle School serves students in grades sixth through eighth. Our current enrollment is 504 students. Port Susan is located in Stanwood, Washington and is one of two middle schools in the Stanwood Camano School District.

This school improvement plan is a work in progress. It 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 key plan focus will address 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.

Certain key principles have guided the process. They include:

- Teachers, administrators and counselors have participated in the planning process.
- School improvement is a journey of continuous improvement and the plan is a road map for ongoing discussion on student achievement.
- The written plan is only as good as the quality of thought that goes into it, and the time and commitment that is given by everyone who has a stake in the plan.

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

Beliefs driving the work of Port Susan include the beliefs:

- That 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 and personal adult and peer interactions at school and within the community.

This plan includes data from our first two years of participating in the Smarter Balanced Assessment. As you will see in the data tables, our students displayed strong growth in both language arts and mathematics. In both areas, they exceeded our improvement goal. As a result, we have modified our goal for the 2016/2017 school year as our original goal for this year has already been exceeded. Additionally, our special education population has exceeded our goal for a reduction of level one scores and that goal has been modified as well.

Overall, we are pleased with our progress and that our students outperformed the state by an average of nearly 13%. However, we are concerned about our students who are not meeting standard. The plan below is focused on increasing the number of students who are progressing towards and meeting standards in preparation for high school.

Port Susan Middle School's leadership team includes Dan Johnston, Keri Von Moos, Crysty Auckland, Jonathan Bletscher, Audrie Harrington, Kelcie Rocha, Sheri Schroeder, and Crystal Titus.

Port Susan Middle School Improvement Plan Goals 2015-2017

Goal 1:

Each year of the plan 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 SBA. Concurrently, our special education sub-group will reduce the amount of students scoring in the level one range by 10%.

Target for Percentage of Students Meeting Standard	2014-2015 Average Results Across Grade Levels	2015-2016 Average Results Across Grade Levels	2016-2017 Goal
SBA ELA-Total Population	61.9%	70.5%	73.5%
SBA ELA-Special Education Sub-Group- Level 1	72.7% level 1 scores	51.2% level 1 scores	46.2% level 1 scores

Goal 2:

Each year of the plan there will be a reduction of 10% in the number of non-proficient students in grades 6-8 as measured by the Mathematics SBA. Concurrently, our special education sub-group will reduce the amount of students scoring in the level one range by 10%.

Target for Percentage of Students Meeting Standard	2014-2015 Average Results Across Grade Levels	2015-2016 Average Results Across Grade Levels	2016-2017 Goal
SBA Math-Total Population	57.7%	63.6%	67.2%
SBA Math-Special Education Sub-Group- Level 1	68% level 1 scores	49.9% level 1 scores	44.9% level 1 scores

SBA Data- 2015-2016 School Year

6th Grade				
	SBA Math		SBA Reading	
	<i>14-15</i>	<i>15-16</i>	<i>14-15</i>	<i>15-16</i>
Port Susan MS	55.3	68.5	56.9	72.9
District Avg.	50.2	54.6	52.0	64.1
State Avg.	45.5	48.0	53.9	56.5
7th Grade				
	SBA Math		SBA Reading	
	<i>14-15</i>	<i>15-16</i>	<i>14-15</i>	<i>15-16</i>
Port Susan MS	55.4	62.2	56.9	67.6
District Avg.	50.1	57.8	55.0	61.1
State Avg.	48	49.8	56.8	56.5
8th Grade				
	SBA Math		SBA Reading	
	<i>14-15</i>	<i>15-16</i>	<i>14-15</i>	<i>15-16</i>
Port Susan MS	43.5	60.0	52.1	70.9
District Avg.	47.1	53.6	55.7	65.7
State Avg.	46.1	47.8	56.8	59.7

School Improvement Plan (SIP) 60-90-180 Day Incremental Monitoring Form

Strategy #1-1 Focus on literacy skills in language arts, social studies and science classes

- Activity 1-1.1: Provide appropriate instructional strategies with fidelity:**
- Teacher Collaboration within departments
 - Administrators coach teachers by monitoring progress and providing feedback

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • <i>For our students</i> • <i>For our peers</i> 	<ul style="list-style-type: none"> • Focus on school-wide literacy strategies such as: <ul style="list-style-type: none"> ○ Annotation ○ Text Based Questions ○ Increasing Text Complexity ○ Writing in all core content classes 	<ul style="list-style-type: none"> • Continued Focus • Collaboration among teachers within and across content areas
Coherence/alignment assured and maintained? <ul style="list-style-type: none"> • <i>Theory of Action</i> • <i>District strategies/supports intentionally accessed</i> • <i>Coherence framework model</i> 	<ul style="list-style-type: none"> • Collaboration opportunities at staff meetings and on teacher directed Wednesdays • Staff collaborate and share successful strategies with one another. • Teachers engage in opportunities to observe each other implement strategies. 	Continue work from 90 days
What will be evidence of implementation?	<ul style="list-style-type: none"> • Classroom observations (formal and informal) will discover evidence of a implementation. • Teachers will take advantage of opportunities to observe each other in the classroom. 	<ul style="list-style-type: none"> • Classroom observations (formal and informal) will discover evidence of implementation.
What will be evidence of impact?	<ul style="list-style-type: none"> • Students' ability to comprehend and analyze texts, and support their arguments with details from the text will increase 	<ul style="list-style-type: none"> • Increased performance on summative assessments given by teachers • We will meet our literacy goal on the SBA in the spring.

School Improvement Plan (SIP) 60-90-180 Day Incremental Monitoring Form

Strategy #2-1 Refine the implementation of our use of Engage New York math materials.

Activity 1-1.1 Work with math coach in collaboration with Stanwood Middle School to establish and organize resources to support implementation of Washington State Learning Standards.

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • <i>For our students</i> • <i>For our peers</i> 	<ul style="list-style-type: none"> • We will use common assessments from which to base instruction. • We will focus on the mathematical practice of building resilient learners by allowing them to struggle to make sense of new learning and make discoveries through their efforts. • Math teachers will continue to collaborate and learn from one another. 	<ul style="list-style-type: none"> • We will monitor our progress and make regular adjustments accordingly.
Coherence/alignment assured and maintained? <ul style="list-style-type: none"> • <i>Theory of Action</i> • <i>District strategies/supports intentionally accessed</i> • <i>Coherence framework model</i> 	<ul style="list-style-type: none"> • Focus on collaboration between both middle schools • Implementation of the eight mathematical practices and Washington State Learning Standards • Review and refine common assessments in preparation for 2016/2017 	<ul style="list-style-type: none"> • Continued Collaboration. • Continued focus on mathematical practice
What will be evidence of implementation?	<ul style="list-style-type: none"> • Regular collaborative meetings with math coach and like teachers will occur. • Common Assessments will be used. • Classroom Observations will verify focus on math practices 	<ul style="list-style-type: none"> • Continued from 90 days
What will be evidence of impact?	<ul style="list-style-type: none"> • Increase in SBA scores 	<ul style="list-style-type: none"> • We will meet our math goal on the SBAC in the spring.

School Improvement Plan (SIP) 60-90-180 Day Incremental Monitoring Form

Strategy #3.1: Provide targeted intervention(s) to reduce the number of level one students who are in special education.

Activity 3-3.1: Provide appropriate instructional interventions with fidelity:

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • <i>For our students</i> • <i>For our peers</i> 	<ul style="list-style-type: none"> • Adjust student interventions to promote resilience among special education learners by encouraging learners to implement close reading strategies • Modify work by reducing quantity of work while maintaining a high level of rigor • Train teachers and para-educators in the implementation of this model 	<ul style="list-style-type: none"> • Continue to monitor, evaluate and adjust throughout the school year • Monthly Para-educator trainings
Coherence/alignment assured and maintained? <ul style="list-style-type: none"> • <i>Theory of Action</i> • <i>District strategies/supports intentionally accessed</i> • <i>Coherence framework model</i> 	<ul style="list-style-type: none"> • Strategies aligned with literacy focus throughout the building • Strategies align with Washington State Learning Standards 	<ul style="list-style-type: none"> • Continued from 90 day plan
What will be evidence of implementation?	<ul style="list-style-type: none"> • PDW and Para-educator training agendas 	<ul style="list-style-type: none"> • Para-Educators, classroom teachers and resource teachers will have a shared understanding of our intervention adjustments. • Students will spend extended time reading and will implement various reading strategies to help them make sense of difficult text.
What will be evidence of impact?	<ul style="list-style-type: none"> • Observation of students will demonstrate extended time on task and an increase in independent learning 	<ul style="list-style-type: none"> • We will meet our SIP goal of reducing the number of students scoring at a level one on the SBA.

School Improvement Plan (SIP)

60-90-180 Day Incremental Monitoring Form

Strategy #4-1 Work to increase parent involvement by better preparing them to support their students

Activity 4-1.1: **Offer Training to support parent understanding of curriculum and standards. Ensure parent access to their students progress information:**

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • <i>For our students</i> • <i>For our peers</i> 	<ul style="list-style-type: none"> • Provide parents with reference guide for Family Access at fall conferences. • Provide automated weekly progress updates to parents from Skyward • Plan parent trainings related to math practices, Engage New York, close reading strategies, and fostering resilience in students 	<ul style="list-style-type: none"> • Monitor parent access and offer continued support as needed • Offer periodic trainings as planned in 90 day section
What will be evidence of implementation?	<ul style="list-style-type: none"> • Increased parent access of Family Access • Trainings planned and calendared 	<ul style="list-style-type: none"> • Parents attending trainings
What will be evidence of impact?	<ul style="list-style-type: none"> • We will see an increase in parent involvement evidenced by increased parent contact and decreased missing assignments. 	<ul style="list-style-type: none"> • Continued from 90 days

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Strategy #5-1 Work to increase level of rigor and challenge to support student growth

Activity 5-1.1: Work to create school wide growth mindset along with and understanding that students experience the greatest growth when they are challenged.

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • <i>For our students</i> • <i>For our peers</i> 	<ul style="list-style-type: none"> • PDW's will focus on "Mindset" by Carol Dweck • Focus on leveraging mistakes as a platform for growth. • Increased rigor for all through challenging materials and increased levels of student talk. 	<ul style="list-style-type: none"> • Continued emphasis on collaboration and implementation of the areas of professional development focus.
What will be evidence of implementation?	<ul style="list-style-type: none"> • Classroom Observations • Staff meeting notes 	<ul style="list-style-type: none"> • Same as 90 days
What will be evidence of impact?	<ul style="list-style-type: none"> • Students will be comfortable with challenge and mistakes in the classroom 	<ul style="list-style-type: none"> • Increased performance on the SBA

**Port Susan Middle School Improvement Actions/Strategies
to Improve Student Participation Rate on the Smarter Balanced Assessment**

**Goal Area: Improvement of Student Participation Rate in State Testing
by meeting or exceeding 95% participation rate as a school**

Activity	Who is Responsible	By When	Resources	Evidence
Communicate with parents in advance the importance of students' participating in the SBA	PSMS Principal	April 1, 2017	Parent Letter and Website Posting addressing the schools use of the data, impact on school report card, and preparation for high school SBA.	Copy of Letter and content of school web page.
Communication with parents about student success of 2015/2016	PSMS Principal	Prior to testing in 2017	Data from spring 2016 SBA	Parent Letters
Communicating directly to parents who are choosing to opt their child (ren) out of testing	PSMS Principal	As parent request for refusal forms arise.	Prepared information about benefits of testing.	Evidence of meetings, letters, or e-mails