

PORT SUSAN MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2018



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

Keri Von Moos
Principal

Port Susan Middle School serves students in grades sixth through eighth. Our current enrollment is 493 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 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.

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.

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 the past two years of participation 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 2017/2018 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 16%. 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: Keri Von Moos, Crysty Auckland, Jonathan Bletscher, Audrie Harrington, Kelcie Rocha, Chelsea Hanson, and Crystal Titus.

**Port Susan Middle School
2016-17 SBA Results**

6th Grade

SBA Spring 2017	PSMS	District	State
Reading	76.9%	71.8%	55.5%
Math	69.6%	66.3%	48.2%

7th Grade

SBA Spring 2017	PSMS	District	State
Reading	75.3%	67.2%	60.1%
Math	71.3%	55.9%	49.9%

8th Grade

SBA Spring 2017	PSMS	District	State
Reading	75.5%	67.6%	58.5%
Math	58.5%	49.7%	47.6%

8th Grade

MSP Spring 2017	PSMS	District	State
Science	72.6%	68.9%	65.9%

Port Susan Middle School Improvement Plan Goals 2015-2018

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	2015-2016 Average Results Across Grade Levels	2016-2017 Average Results Across Grade Levels	2017-18 Goal
SBA ELA-Total Population	70.5%	73.5%	76.2% (10%)
SBA ELA-Special Education Sub-Group- Level 1	51.2% level 1 scores	44.6% level 1 scores	40% level 1 scores

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

- Strategy #1.1:**
- Focus on school wide literacy skills through collaborative activities between content areas

- Activity #1.1.1:**
- Provide opportunities for teachers to collaborate with colleagues to improve literacy skills
 - Improve instruction in the classroom as based on the New Cel 5D Rubric

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • For our students • For our peers 	<ul style="list-style-type: none"> • Focus on school-wide literacy strategies <ul style="list-style-type: none"> • IXL Grammar • Provide release time for teachers to collaborate • Reading and writing strategies for content teachers • Lesson on New CEL 5D Rubric • Learning target training • Walk through focus • Read to Achieve class • Strategies to improve listening skills with informational texts 	<ul style="list-style-type: none"> • Continue work from 90 days • Collaboration among teachers with SMS
Coherence / alignment assured and maintained? <ul style="list-style-type: none"> • Theory of Action • District strategies / supports intentionally accessed • Coherence framework model 	<ul style="list-style-type: none"> • Collaboration opportunities at staff meetings and teacher directed Wednesdays • Release days for staff collaboration 	<ul style="list-style-type: none"> • Continue work from 90 days
What will be evidence of implementation?	<ul style="list-style-type: none"> • Notes from collaboration days • Focused evaluation notes 	<ul style="list-style-type: none"> • Classroom observations • Walk through feedback
What will be evidence of impact?	<ul style="list-style-type: none"> • Improved use of grammar and other writing skills on essays or other writing activities • Improved IXL scores • Listening interim assessments 	<ul style="list-style-type: none"> • Increased performance on summative assessments given by teachers • A reduction of 10% in the number of non-proficient students, grades 6-8 on ELA SBA

Goal 2:

Each year of the plan there will be a reduction of 5% 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	2015-2016 Average Results Across	2016-2017 Average Results	2017-2018 Goal
---	-------------------------------------	------------------------------	-------------------

Standard	Grade Levels	Across Grade Levels	
SBA Math-Total Population	63.6%	67.6	69.2% (5%)
SBA Math-Special Education Sub-Group-Level 1	68% level 1 scores	54% level 1 scores	48.6% level 1 scores

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

Strategy # 2.1:

- Update math instruction through use of interim assessments, new math curriculum, Collaboration, new scope and sequence, and corrective classes

Activity # 2.2:

- Training for Trans Math special education curriculum
- Redesign of Scope and Sequence for 8th grade math
- Training for use of interim assessments
- Improve instruction in the classroom as based on the New Cel 5D Rubric

	90 days	180 days
What will we accomplish? <ul style="list-style-type: none"> • For our students • For our peers 	<ul style="list-style-type: none"> • Staff will attend August training for Trans Math special education materials • Implementation of Trans Math • Redesign of 8th grade math scope and sequence • Use of Interim assessments • Focus on the mathematical practice of building resilient learners by allowing them to struggle and make sense of new learnings and make discoveries through their efforts. • Collaboration with other school and district math teachers • Algebra Ready class • Math Advantage class • IXL Math • Kahn Academy 	<ul style="list-style-type: none"> • Monitor progress and make regular adjustments accordingly • Continue work from 90 days

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 • Review and refine materials 	<ul style="list-style-type: none"> • Continued collaboration with SMS • Continued focus on mathematical practice
What will be evidence of implementation?	Implementation of Trans Math materials in special education math classes Follow new scope and sequence for 8 th grade math Classroom observations using interim assessments	<ul style="list-style-type: none"> • Continued from 90 days
What will be evidence of impact?	<ul style="list-style-type: none"> • Formative classroom assessments • Alignment between interim assessments and summative math assessments. 	<ul style="list-style-type: none"> • Improved formative and summative classroom assessments • A reduction of 5% in the number of non-proficient students, grades 6-8 on ELA SBA

Goal 3:

Each year of the plan there will be a reduction of 10% in the average number of student absences per year in grades 6-8 as measured on Skyward.

	2016-17 (actual)	2017-18
Target for average of student's absent	11.5	10.5

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

Strategy #3-1:

- Focus on improvement of school climate/culture and attendance

Activity 3-1.1:

- Provide staff and student opportunities and strategies to build relationships
- Provide incentives for students to attend school
- Provide advisory activities that support improved climate, culture, attendance and relationships

Activity 3-1.1:

- Improve peer feedback, grit, empathy, integrity, self-control
- Use Healthy Youth Survey to examine areas of concern for school culture
- Advisory activities that focus on kindness, noble, integrity, grit, hard work and trust

	90 days	180 days
<p>What will we accomplish?</p> <ul style="list-style-type: none"> • For our students • For our peers 	<ul style="list-style-type: none"> • Focus on improving school-wide climate and culture <ul style="list-style-type: none"> • Team building activities during staff meetings and trainings • Identification of struggling students • Communication • Awards for perfect attendance • Cultural Responsiveness trainings • Book studies-<i>The Formative Five, Fostering Grit, Empathy, and Other Success Skills Every Student Needs and Peer Feedback in the Classroom, Empowering Students to be the Experts</i> • Advisory activities that focus on kindness, noble, integrity grit m hard work, and trust • Cookie drop for advisory 	<p>Continue work from 90 days</p>
<p>Coherence/ alignment assured and maintained?</p> <ul style="list-style-type: none"> • Theory of Action • District strategies/supports intentionally accessed • Coherence framework model 	<ul style="list-style-type: none"> • Collaboration opportunities at staff meetings and on teacher directed Wednesdays • Staff will collaborate and share successful strategies with one another. • Staff work together on book studies 	<p>Continue work from 90 days</p>
<p>What will be evidence of implementation?</p>	<ul style="list-style-type: none"> • Improved climate and culture as observed in classrooms (formal and informal) • PDW Agendas • Perfect attendance list • Book Study schedule and notes 	<ul style="list-style-type: none"> • Continue work from 90 days.
<p>What will be evidence of impact?</p>	<ul style="list-style-type: none"> • Improved student attendance • Staff visible in hallways • Success is no accident awards 	<ul style="list-style-type: none"> • Improved student performance on summative assessments given by teachers • Positive feedback on parent communication survey • We will meet our math and literacy on the SBA in the spring.