



# Continuous School Improvement Plan 2021/22

## Stevens Middle School, PASD



**Principal: Kristen Lunt**

### District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. We will be using classroom and district based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

### School Profile

Stevens Middle School focuses on developing well-rounded, confident and responsible individuals who aspire to achieve their full potential. We provide a welcoming, happy, safe and supportive learning environment in which everyone has what they need to be successful and all achievements are celebrated.

Stevens Middle School community consists of 490 students. 54% of SMS students receive Free and Reduced lunch. Student performance data in 2018-19 shows 53% of students met standard in ELA, 50% of students met standard in Math, and 63% of students met standard in Science. The attendance data from 2019-2020 showed that student average daily attendance was 91%.

SMS provides many electives courses, clubs, and athletic activities to help promote student engagement and a positive school culture and climate. SMS continues to develop and expand our PLC framework to promote collaboration and high quality instruction.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/14/21	11/10/2021
Mid Year Review	3/14/22	3/24/22
Final	6/23/22	7/6/22

Completed on: 11/1/21

Needs Assessed By:

Melissa McBride, Scott Soule, Susan Dekreon, Leann McComb, Rob Edwards, Gunnar Thomason, Darren Mills, Abbey Riordan, Zane Laughbon, Kristen Lunt

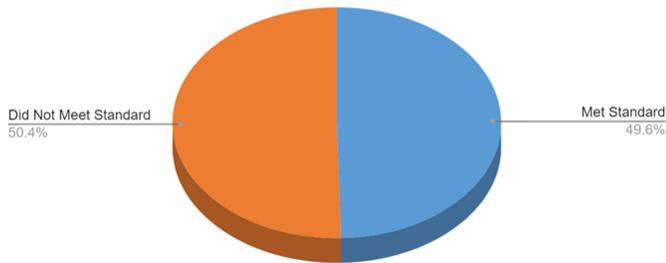
**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2**

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

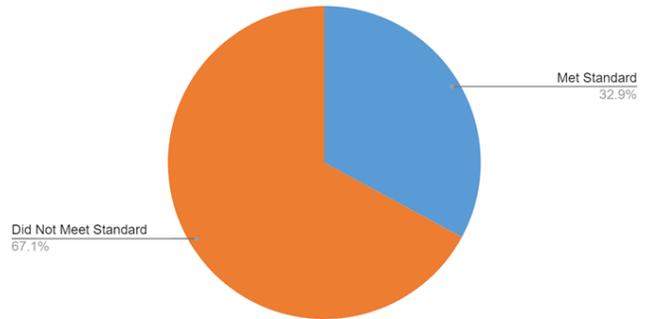
**ELA Needs Assessment/Implications:** Based on data from our classroom based assessments last spring, our students are in need of extra support in reading comprehension strategies, using context/clues, RACE writing strategies, and summarization.

**SBA Data for Spring 2022**

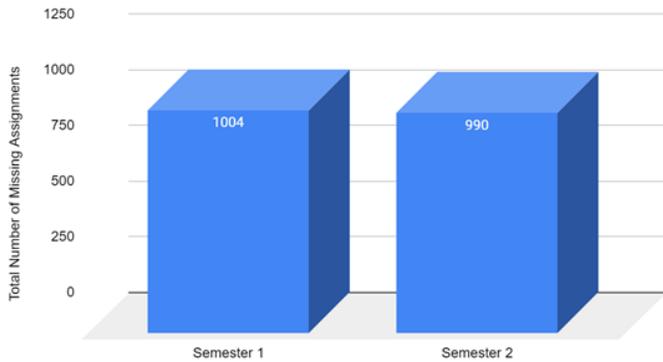
7th Grade SBAC ELA Students That Met Standard vs Did Not Meet Standard



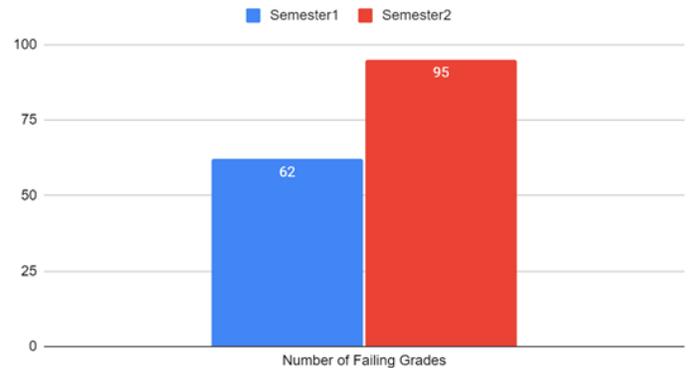
8th Grade SBAC ELA Students That Met Standard vs Did Not Meet Standard



SPED Total Number of Missing Assignments by Semester



SPED Total Number of Failing Grades By Semester



**Mid-Year Review 3/14/2022:**

MAP Data: 7th grade: Fall 60% projected to pass SBA; Winter 60% projected to pass the SBA. Percentages have stayed consistent from Fall to Winter.

8th grade: Fall 54% projected to pass SBA; Winter 47% projected to pass. This is a decrease of 7% from Fall to Winter

Need to have more intentional and deliberate academic support in ELA classes especially in the 8th grade. Small reading groups in the library.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

We saw a discrepancy of projected number of students and actual number of students who passed the SBA this year.

## CSIP 2021/22 ELA

**SMARTIE Goal:** Our 7th and 8th graders will increase their spring MAP scores by 10% from the fall and score higher on the state testing (SBA) by implementing a variety of supportive instructional practices, such as small group instruction. Student achievement data will reflect equitable distribution of outcomes for all student groups. All staff including curriculum specialist, interventionist, and certified teachers will work together to give students appropriate supports needed.

**Student Group Goal:** Based on spring data from 2019-20 we have identified our students who have an IEP and are missing assignments which will help increase overall grades. School wide interventions will reduce the number of missing assignments with students with an IEP by 25%.

Activities	Measures	
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will you use to support your activity towards your goal?
<ul style="list-style-type: none"> <li>Foundations class for remedial support during the school day</li> <li>Targeted Para support within classroom or pullout for extra support</li> <li>Continue the use of common benchmarks and data-based planning</li> <li>PLC will meet twice a month to review common informative assessment data</li> <li>General-education and special-education teachers will collaborate monthly during PLC time</li> <li>Special Education teachers will have floating periods to help support students with in IEP in gen ed classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>2021 fall MAP data</li> <li>21-22 fall SBA data (when available)</li> <li>Internal benchmarks: formative classroom assessments created by departments in PLC</li> </ul>	Staff to support <ul style="list-style-type: none"> <li>administrators</li> <li>Classroom teachers</li> <li>Pull-out teachers</li> <li>After school staff</li> </ul> Time- we know we need more time.
Lead/Staff	Time Frame	
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monitoring will you use to track progress?
Classroom Teachers Para-educators Administration	Monthly- department meetings Fall/Winter/Spring- MAP data Yearly- Overall goal/data on SBA	High Poverty schools ESSER Funds
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what are you doing to address it?		

Fall MAP data shows that 60.6% of 7th graders and 54.8% of 8th graders are on track of passing the SBA. Monthly grade checks for students with an IEP will indicate a decrease of missing assignments and an increase in passing grades.

According to our data we are seeing a decrease in our missing assignments for our students who have an IEP. We are also seeing an increase in failing grades for the same students. Our intervention of assigning a para to support students with missing assignments was successful. Our next step is to investigate why grades are not improving.

We continued to see a decrease in missing assignments for students with an IEP. However, this was not the case for all grades in core classes. Attendance was a main issue for this school year.

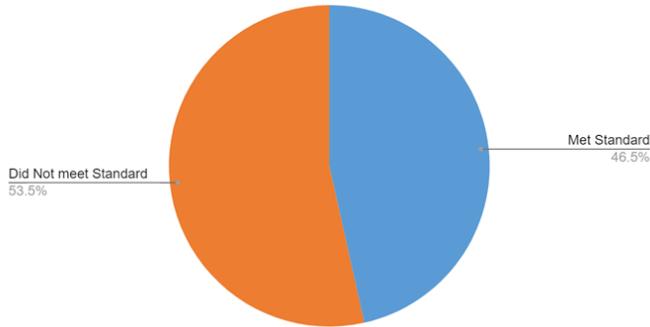
**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2**

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

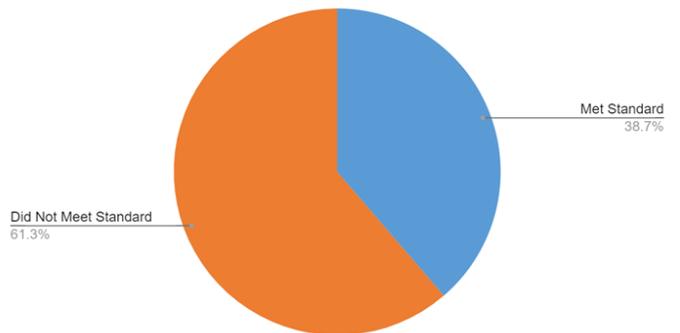
**MATH Needs Assessment/Implications:** Based on data on our classroom based assessments from last spring, both our 7th and 8th graders needed support in overall math fluency, a deeper understanding of all concepts, and more time with multi-step equations.

**Math SBA data for Spring 2022**

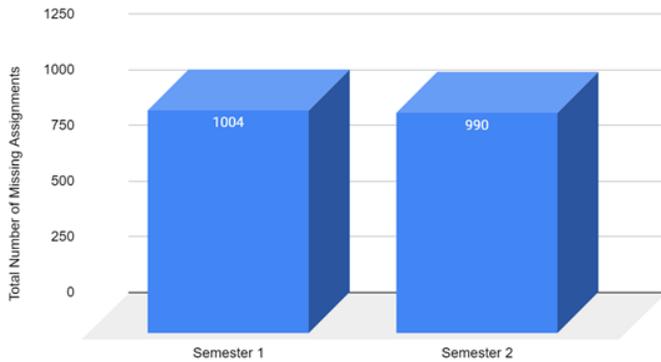
7th Grade SBAC Math Students That Met Standard vs Did not Meet Standard



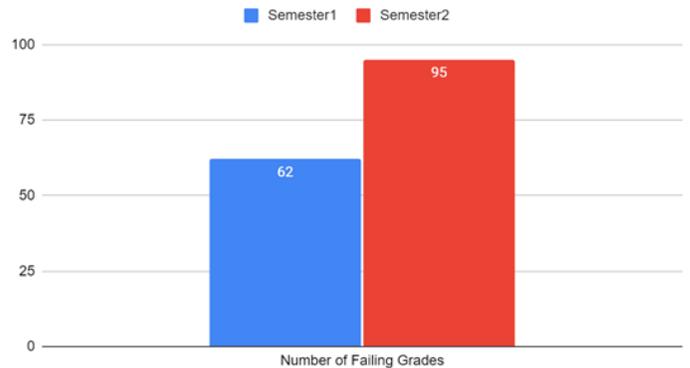
8th Grade SBAC Math Students That Met Standard vs Did Not Meet Standard



SPED Total Number of Missing Assignments by Semester



SPED Total Number of Failing Grades By Semester



**Mid-Year Review 3/14/2022:**

MAP Data:

7th grade: Fall 39% projected to pass SBA; Winter 44% projected to pass SBA. This is an increase by 5% from Fall to Winter.

8th grade: Fall 34% projected to pass SBA; Winter 34% projected to pass SBA. Percentages have stayed consistent from Fall to Winter.

Certified support teacher was recently hired to support the math department.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

We exceeded the number of students projected to pass the SBA this school year based on our MAP data.

**SMARTIE Goal:**

Our 7th and 8th graders will increase our spring MAP scores by 10% from the fall and score 5% above the state average on the state testing (SBA) by implementing a variety of supportive instructional practices and support strategies. Student achievement data will reflect equitable distribution of outcomes for all student groups. All staff including counselors, Native American interventionist, and certified teachers will work together to give students appropriate supports needed.

**Student Group Goal:** Based on spring data from 2019-20 we have identified our students who have an IEP in need of extra resources to reduce missing assignments which will help increase overall grades. School wide interventions will reduce the number of failing grades and missing assignments with students with an IEP by 25%.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Foundations class for remedial support</li> <li>Continue the use of common benchmarks and data-based planning</li> <li>PLC will meet twice a month to review common informative assessment data</li> <li>General-education and special-education teachers will collaborate monthly during PLC time</li> </ul>	<ul style="list-style-type: none"> <li>2021 fall MAP data</li> <li>21-22 fall SBA data (when available)</li> <li>Internal benchmarks: formative classroom assessments created by departments in PLC</li> </ul>	<p>Staff to support with:</p> <ul style="list-style-type: none"> <li>administering MAP</li> <li>Class room support</li> <li>Pull-out resources</li> <li>After school tutoring</li> </ul> <p>Time- we know progress is going to take time.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom Math Teachers Para-educators Administration	Monthly- department meetings Fall/Winter/Spring- MAP data Yearly- Overall goal/data on SBA	High Poverty and LAP funding will be utilized. ESSER Funds

**Evidence of Impact**

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Fall MAP scores project that 9.4% of current 7th graders will pass the Spring SBA.

Fall MAP scores project that 34.7% of current 8th graders will pass the Spring SBA.

Impact will be measured by the total amount of students who meet the classroom benchmark assessment standards.

Monthly grade checks for students with an IEP will indicate a decrease of missing assignments and an increase in their overall grades.

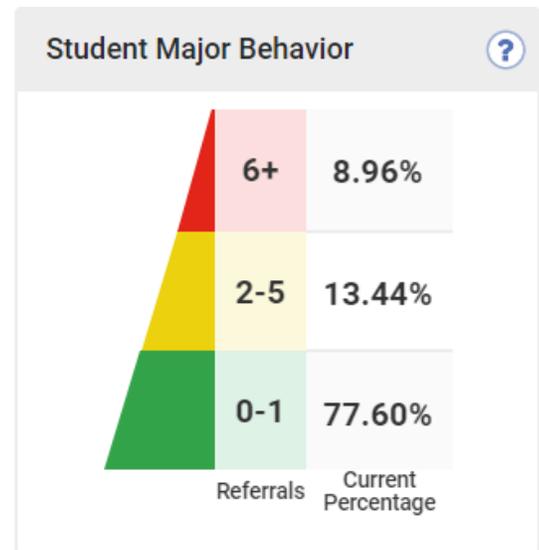
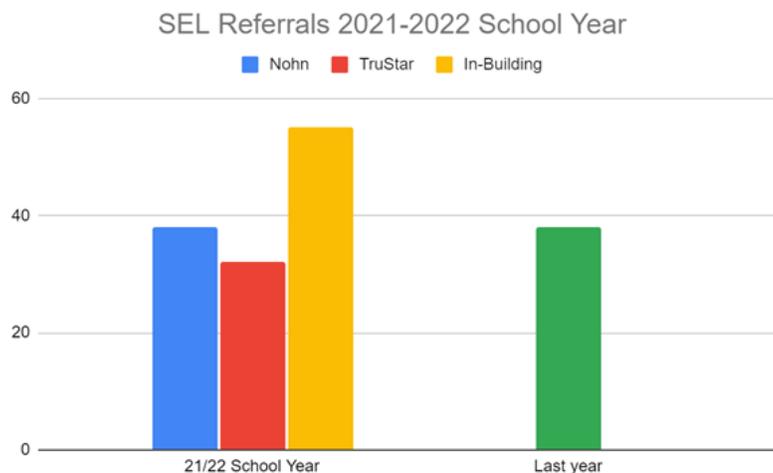
According to our data we are seeing a decrease in our missing assignments for our students who have an IEP. However, we are seeing an increase in failing grades for the same students. Our intervention of assigning a para to support students with their missing assignments was successful. Our next step is to investigate why grades are not improving.

We believe hiring a certified math support teacher to give intentional and individual math support had the most positive impact on our student success this school year.

## PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

**SWB Needs Assessment/Implications:** Based on mental health referrals to NOHN in 2019-20 and internal assessments given to SMS students this fall, 29% of students report feeling a high level of anxiety and 71% of students sometimes or rarely feel anxiety. Compared to 2020 data, there has been an increase in behavior referrals this fall. This implies that COVID has negatively impacted students sense of well-being and self-management skills, and that new interventions are required.



70% of referrals this school year were from the 8th grade class and 78% of the 8th grade referrals were from males.

### Mid-Year Review 3/14/2022:

SMS support staff are able to identify student barriers and refer students to outside supports and internal supports such as small group and individual sessions regarding supports around anxiety, coping, depression, belonging, and addictions.

Our Tier 2/3 behavioral team is also able to identify students who need extra support/strategies to maintain school behaviors through in building and outside supports.

### End of Year Assessment 6/23/2022: How did you do? Keep it simple and concise.

Data may not show the progress we made this school year addressing mental health, counseling support, substance addictions, or behaviors. However, the positive differences were felt throughout the school year.

We were also able to fine tune process and procedures in order to start the school year off with a positive environment.

## CSIP 2021/22 STUDENT WELLBEING

### SMARTIE GOAL:

By May of 2022, behavior referrals will decrease by 10% from 1st to 3rd quarter. This goal will be achieved through implementation of PBIS Rewards, Character Strong, and counseling supports. Weekly attendance and behavior meetings will review data to determine at-risk-populations in order to create specific interventions for sub-populations.

**Student Group Goal:** Based on our PBIS referral data, we have identified 8th grade boys being in need of additional interventions. Our interventions will decrease the total number of majors and minors by 5% by the end of the school year.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Character Strong curriculum with shared pacing guide including monthly student recognitions.</li> <li>Restorative Practices</li> <li>PBIS Rewards System</li> <li>Tier 1, Tier 2, and Tier 3 supports.</li> <li>Behavioral Response Team weekly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Youth Survey</li> <li>CEE Survey</li> <li>Tier 2 CICO data</li> <li>PBIS Rewards data overview for tiered supports</li> <li>Internal assessments created by counselors</li> <li>Attendance data for students with 1 or more behavioral referrals</li> </ul>	<ul style="list-style-type: none"> <li>PBIS Rewards online tracking system</li> <li>Staff training in the use of the PBIS Rewards referral/CICO system</li> <li>TOSA position: Student Support Coordinator (track data using PBIS, create and monitor CICO plans, coach staff, support students and staff in Tier 2 phase)</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Tier 1, Tier 2, Tier 3 Teams</li> <li>Attendance Committee</li> <li>CARES Team</li> </ul>	Weekly and monthly celebrations and check ins to review data	High Poverty funds to pay for TOSA and PBIS Rewards System

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Impact will be measured by the total amount of behavioral referrals compared from 1st to 3rd quarter. Impact will be measured by internal surveys given by counselors. In the first two months of school we have been able to identify current behaviors interfering in learning and are actively creating plans to support those behaviors and remove barriers to learning.

Behavioral Response Team meets weekly to determine behavioral supports needs by reviewing PBIS referral data.

100% of the student who were identified as high risk for grades, attendance, behavior and mental health through CEE data, Homeroom, PBIS and Skyward are receiving tier 2/3 intervention supports.

Overall, our PBIS referrals increased throughout the school year by roughly 2-4% each semester with Spring numbers at a 5% increase. Males increased the number of overall referrals (majors/minors) by 4-6% each semester.

We made adjustments on what behaviors to write up based on our school data throughout the school year to help address problem areas/behaviors. Once a student receives three minors for the same behavior it becomes a major.

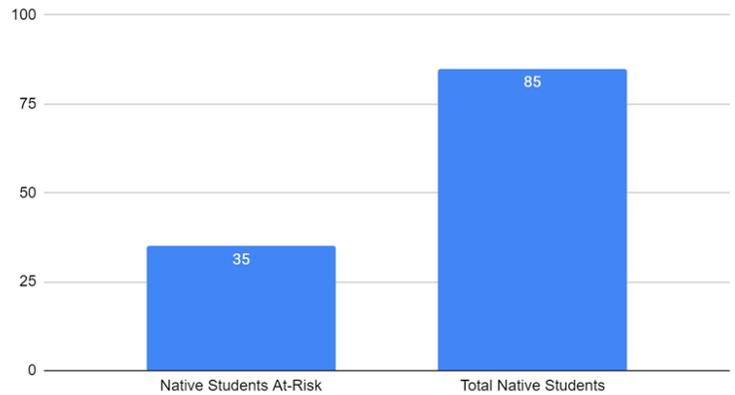
**PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3**

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

**F & CE Needs Assessment/Implications:** Based on attendance data, the majority of SMS students are attending school regularly with only a small group of students consistently truant. SMS continues to celebrate student successes through weekly, monthly, quarterly, and yearly awards and celebrations. Teachers, counselors, and Student Support Coordinator have collaborated to build a consistent Character Strong curriculum.

		Attendance			
Stevens Middle School	# of Students	Attendance e.g. 8/200	Unexcused Absence (total #)	Chronic Absence (10+)	Excessive Absence (15+)
Gender					
Male	259		2115	172	127
Female	236		1770	154	125
Other	0		0	0	0

Attendance: Native American Students At-Risk



Above data shows current number of students with chronic (10+) absences for the year.

Number of Native American students listed as being high risk based on attendance rate and failing grades for this school year.

**Mid-Year Review 3/14/2022:**

Families are following district COVID protocol in regards to attendance. 1,382 days absent were COVID related and 4,488 days were excused absences.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

Attendance was a concern all school year for many families. We continued to support families and help find resources each family needed. The chronic absences were at a high this school year due to covid.

# CSIP 2021/22 FAMILY AND COMMUNITY

## SMARTIE GOAL:

By May of 2022, the number of SMS students with chronic attendance will not exceed 10% (49 students), as measured by Skyward attendance data. This goal will be achieved through weekly intervention team meetings, targeted attendance interventions, and coordinating with district family navigators and Native American Interventionists. Student attendance data will reflect equitable distribution of outcomes across all student groups.

**Student Group Goal:** Based on our attendance data from fall we have identified our native American students needing extra support removing barriers to attend school. With our interventions we plan to decrease the number of Native Americans being high risk for attendance concerns by 5% by the end of the school year.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Using our PBIS referral data to meet with parents/guardians to discuss academic, attendance, and behavioral supports.</li> <li>Weekly and monthly celebrations.</li> <li>Weekly attendance meetings to coordinate interventions between counselors administrators, District Navigator, Student Support Coordinator, and Native American interventionist.</li> <li>Native American Interventionist will make daily attendance phone calls.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly attendance team data meetings</li> <li>Tiered team meetings</li> <li>Weekly total absences</li> <li>Tardiness rates</li> </ul>	<ul style="list-style-type: none"> <li>District Family Navigator</li> <li>Staffing</li> <li>Ongoing professional development on attendance intervention best practices.</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom teachers, Student Support Coordinator (Melissa McBride), Admin	Variety of activities that will take a variety of time to achieve. Some weekly celebrations, monthly, and quarterly.	High Poverty Learning Assistance Program for behavioral modifications Building Budget
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Impact will be measured by the total amount of absences per student each quarter. Fall data is showing that we have 20 students with chronic absences for the first two months of school.</p> <p>Evidence of impact will be measured by daily attendance calls home.</p> <p>Although our data does not show our decrease in attendance absences we have been able to identify barriers and address these barriers through weekly attendance meetings, CARES team meetings and SEL referrals.</p> <p>Overall we had 38 NOHN referrals, 32 referrals for TruStar, and 55 intake referrals within the building. Being able to identify student needs and getting them the supports needed to attend school was a main focus for our support staff this year.</p> <p>Covid had a negative effect on our overall attendance goal this school year as we had 68% of our student's overall fall in the category of having chronic absences and just over 60% of our Native American students fell in this category. More supports were added this year to support these students academically while at home.</p>		

**Additional Implications:** Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, McK V etc.

PLC: SMS leadership collaborated with staff to implement a new PLC schedule and revised framework to promote fidelity through common classroom based assessments, student support, and interventions. PLC departments meet twice a month along with whole staff meeting once a month and PD once a month.

SPED/504: SMS leadership, special education teachers, and general education teachers collaborated to create a new system of support for students with an IEP/504 needing supports.. This includes professional development for certified and classified staff.

School Culture/Climate: SMS leadership team meets weekly to collaborate and discuss student concerns and issues within the school. This team has created new ways of recognizing and celebrating student success with weekly, monthly, and quarterly acknowledgments of students.

**Preliminary Planning for Next School Year:** Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments

ELA/Math– Reviewing our data from this past year we realized we needed to bring back Stampede Class and remove our Foundations Class to help support academic success. Stampede Class will allow for a small class size for students who are on the bubble of passing the SBAC and need some extra structure and supports. School counselors will take a more deliberate approach at monitoring our F list during the school year and reach out to families with support options.

Student Wellbeing– We have revised our referral system and supports to allow for earlier interventions in the fall. This will also include parent communication earlier in the school year.

Family and Community– Early intervention. We have revised our process for next year to support students struggling with attendance in addition to adding another support staff to monitor and support families regarding truancy.

School Culture/Climate– We plan to continue recognizing students for academic, behavioral, and citizenship weekly, monthly, and quarterly.

PLC's– Continue with the progress made this year around collaboration and data analysis to support students. Next year we will be more intentional with our monthly professional development for staff.