

PORT SUSAN MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2018-2021



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 516 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 three years of participation in the Smarter Balanced Assessment. As you will see in the data tables, our students have displayed strong scores. You can also see that our students have shown solid growth in mathematics and a small amount of growth in science last year.

Overall, we are pleased with our progress and that our students outperformed the state by an average of nearly 14% in ELA, over 21% in math, and nearly 20% in science. However, we are concerned about our students who are not meeting standard in both regular education and special education. 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, Doug Flickner, Chelsea Hanson, and Emily Bowne.

Port Susan Middle School 2017-18 SBA Results

[Click here for additional information on the status of our Report Card redesign, and what is coming next](#)

Select Organization Type Select Organization

School Stanwood-Camano School District_Port Susan Middle School

Students Meeting standard on the general state assessment in 2018

	English Language Arts	Math	Science
6th	64.7%	62.4%	
7th	72.6%	64.8%	
8th	78.6%	71.5%	72.7%

Students meeting standard on the general assessment in 2016, 2017 and 2018

	6th	7th	8th
English Language Arts	75%	65%	70%
Math	70%	65%	70%
Science			75%

Student Enrollment Information

Enrollment

October	486
May	496

Gender (Percent of October Enrollment)

Female	48.8%
Male	51.2%

Race/Ethnicity (Percent of October Enrollment)

American Indian / Alaskan Native	0.0%
Asian	1.6%
Black / African American	0.8%
Hispanic / Latino of any race(s)	9.7%
Native Hawaiian / Other Pacific Islander	0.4%
White	82.5%
Two or More Races	4.9%

Special Programs (Percent of May)

English Learners	3.4%
Low Income	24.4%
Students with Disabilities (Special Education)	14.9%
Migrant	0.0%
Section 504	3.8%

Other Measures

Class of 2017, 4-Year Graduation Rate (%)	
Class of 2016, 5-Year Graduation Rate (%)	0.6000%
Unexcused Absence Rate	0.6000%

Educator and Finance Data will be released at a later date

Port Susan Middle School Improvement Plan Goals 2018-2021

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%.

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 core

	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 • IXL Grammar • Provide release time for teachers to collaborate • Reading and writing strategies for content teachers • INSTRUCTIONAL CORE • 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 • Interim assessments
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

<p>What will be evidence of impact?</p>	<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
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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%.

**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:
- Continued use of Trans Math special education curriculum
 - Training for use of Agile Minds curriculum
 - Use of Agile Minds curriculum
 - Improve instructional core

	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"> ● Math teachers will attend Agile Minds math training and implement some into their classes ● Continued use of Trans Math ● INSTRUCTIONAL CORE ● 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"> ● Theory of Action ● District strategies/supports intentionally accessed ● Coherence framework model 	<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

<p>What will be evidence of implementation?</p>	<ul style="list-style-type: none"> ● Implementation of Trans Math materials in special education math classes ● Follow new scope and sequence for 8th grade math ● Classroom observations using interim assessments 	<ul style="list-style-type: none"> ● Continued from 90 days
<p>What will be evidence of impact?</p>	<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 5% in the average percentage of student absences per year in grades 6-8 as measured on the Washington School Improvement Framework.

**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: “CharacterStrong” program
- Use Healthy Youth Survey to examine areas of concern for school culture
- Use of “CharacterStrong” program for advisory

	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 improving school-wide climate and culture ● Team building activities during staff meetings and trainings ● Identification of struggling students ● Communication with staff, parents and community ● Awards for perfect attendance ● CharacterStrong program ● Share classroom management strategies 	<ul style="list-style-type: none"> ● Continue work from 90 days.
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 on teacher directed Wednesdays ● Staff will collaborate and share successful strategies with one another. 	<ul style="list-style-type: none"> ● Continue work from 90 days.
What will be evidence of implementation?	<ul style="list-style-type: none"> ● Improved climate and culture as observed in classrooms (formal and informal) ● PDW Agendas ● Perfect attendance list 	<ul style="list-style-type: none"> ● Continue work from 90 days.

	<ul style="list-style-type: none"> • Book Study schedule and notes 	
What will be evidence of impact?	<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 goals on the SBA in the spring.

Goal 4

This is a baseline year for our parent involvement goal. Therefore, 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. Subsequent years of the plan the goal will be to increase involvement by 10% each year.

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

	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 improved school parent communication ● Knight News ● Auto-dialers, email messages ● Teacher contact with parents <ul style="list-style-type: none"> ○ Relationship building 2x10x1 ○ Quick Contact Form 	<ul style="list-style-type: none"> ● Continue work from 90 days.
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 	<ul style="list-style-type: none"> ● Continue work from 90 days.
What will be evidence of implementation?	Increased parent involvement	
What will be evidence of impact?	Increased student achievement	<ul style="list-style-type: none"> ● Positive feedback on parent communication survey ● Increased percentage of parents involved

Goal 5

95% Student Participation 2018-2019

Summary: Port Susan Middle School did not meet the participation rate in the Hispanic-Latino subgroup for either ELA or Mathematics.

- The participation rate for ELA was 91.11%
- The participation rate for Math was 93.47%

Port Susan Middle School did not meet the participation rate in the Special Education subgroup for either ELA or Mathematics.

- The participation rate for ELA was 75.00%
- The participation rate for Math was 77.77%

Port Susan Middle School did not meet the participation rate in the Low Income subgroup for either ELA or Mathematics.

- The participation rate for ELA was 93.02%
- The participation rate for Math was 93.79%

Goal: Port Susan Middle School is committed to ensuring that all students participate in state required assessments.

Action: Port Susan Middle School will take the following action:

- Contact all parents before testing occurs and convey the importance of student participation in the assessment.
- Discuss with students and parents how information from the assessments helps teachers identify the focus for future instruction.
- Meet with parents who want to opt their student out of testing to explain the importance and advantages of testing. We will require parents to complete the state assessment waiver that requires a reason for option out and that they understand the benefits of testing and the consequences of not testing.
- Prepare students using practice tests and interim assessments so they feel comfortable and prepared to do their best.
- Monitor daily and testing date attendance closely.
- Arrange for make-up tests and contact the parent to remind them of the testing date and the importance of attending school that day.
- Make personal calls to families of no-attending students to stress the importance of attendance.
- If possible, provide home pick up transportation for student who are absent.