



Continuous School Improvement Plan 2022/23

Stevens Middle School, PASD



Principal: Kristen Lunt

District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

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 necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include 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 all students.

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, safe, and supportive learning environment in which everyone has what they need to be successful and all achievements are celebrated.

SMS community consists of 491 students. 52% of SMS students qualify for Free and Reduced lunch. Student performance data from 2021-22 SBA shows 51.2% of students met standard in ELA, 41.5% of students met standard in Math, and 45.1% of students met standard in Science. 23% of our students receive specialized instruction.

Stevens is a 7th and 8th grade middle school that provides many elective courses, clubs, and athletic activities to help promote student engagement and a positive school culture and climate. SMS continues to develop and expand our Professional Learning Communities (PLC) framework to promote collaboration and high quality instruction.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

Completed on: 11/12/22, 11/26/22

Needs Assessed By:

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

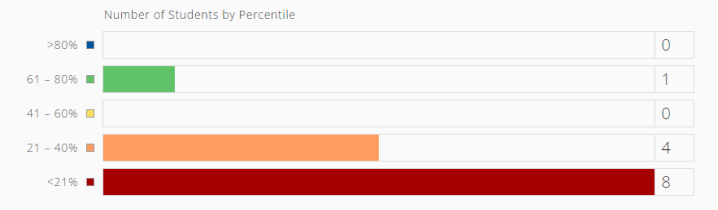
PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

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.

8th Grade LAP

Fall MAP scores

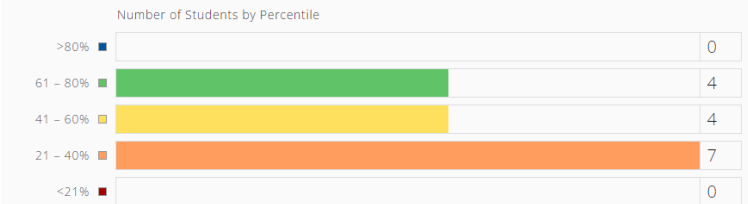
Most are below the mean (50th percentile).



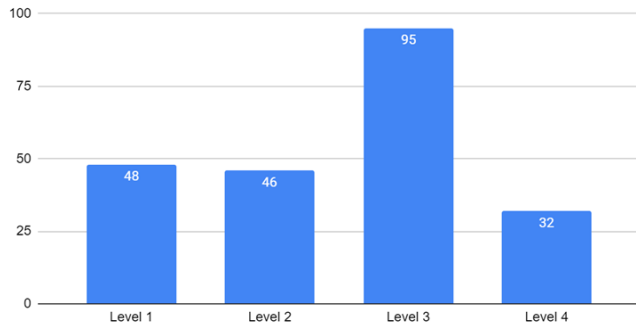
7th Grade LAP

Fall MAP scores

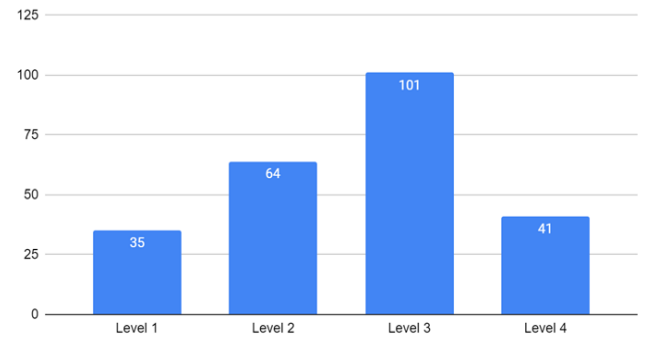
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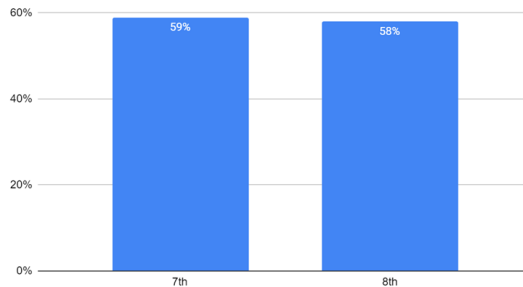
8th Grade ELA MAP Projected Students to Meet Standard on SBAC 22/23



7th Grade ELA MAP Projected Students to Meet Standard on SBAC 22/23



ELA MAP SBAC Projected (Level 3 or 4)



Number of students projected to pass SBA based on Fall MAP scores

ELA Needs Assessment/Implications:

Based on our Spring SBA data and Fall MAP data we have identified students who need extra support to meet grade level standards in ELA. Strategic interventions are needed in our Stampeder Program for our LAP students in order to meet grade level standards. This is especially true in 8th grade where 12 of our 13 students are significantly below standard (8 below 21% level).

Fall MAP data was encouraging as 59% of our 7th grade students and 58% of our 8th grade students are projected to be above standard on the Spring SBA.

CSIP 2022/23 ELA

SMARTIE Goal: Based on 2022 SBA and Fall Map scores, our 7th and 8th graders will increase their spring 2023 MAP scores by 10% from the fall and score 5% above the state average on the state testing (SBA). Student achievement data will reflect equitable distribution of outcomes for all student groups.

Student Focus will be given to our LAP students in both 7th and 8th grade ELA this year. These students will receive extra resources and supports to help them meet their individual student growth goal measured by MAP.

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"> Targeted Para support within classroom or pullout for extra support Continue the use of common benchmarks and data-based planning PLC will meet twice a month to review common informative assessment data which will include our special education teachers Special Education teachers will have floating periods to help support students with in IEP in gen ed classrooms. Newly created Stampeder Program 	<ul style="list-style-type: none"> 2022 fall MAP data 21-22 Spring SBA data Internal benchmarks: formative classroom assessments created by departments in PLC 	Staff to support with: <ul style="list-style-type: none"> administering MAP Class room support Pull-out resources After school tutoring Stampeder Program Native American Interventionists
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 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. Grants
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?		
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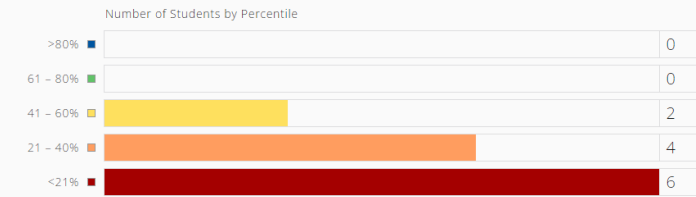
PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

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.

8th Grade LAP

Fall MAP scores

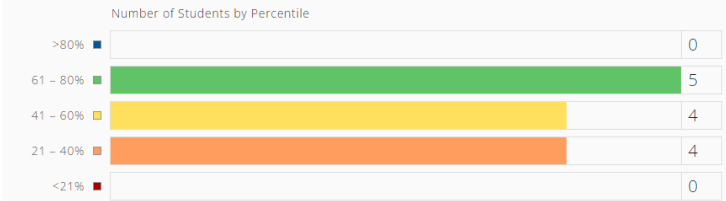
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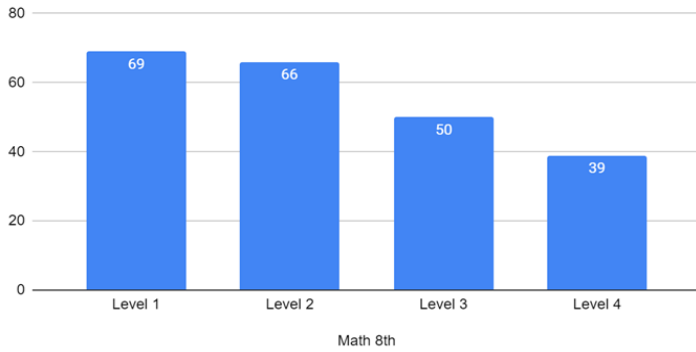
7th Grade LAP

Fall MAP scores

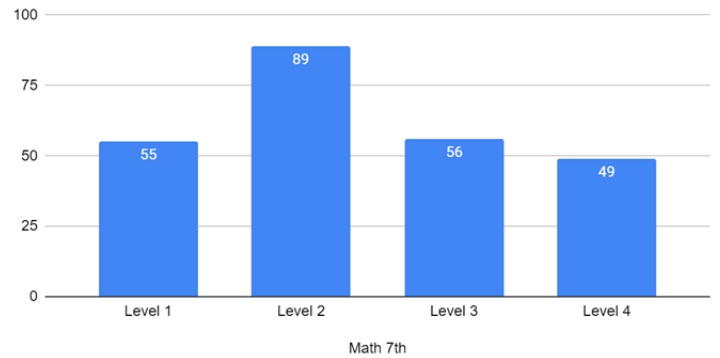
Most are at or above the mean (50th percentile).



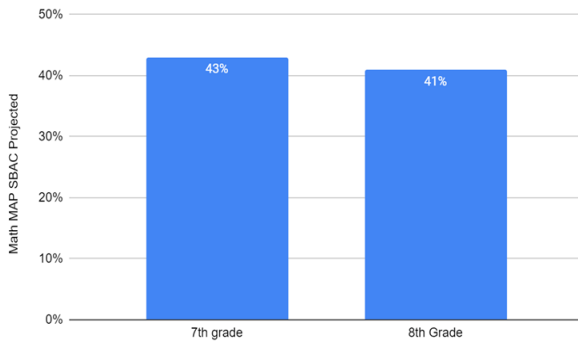
8th Grade Math MAP Projected Students to Meet Standard on SBAC 22/23



7th Grade MATH MAP Projected Students to Meet Standard on SBAC 22/23



Math MAP SBAC Projected (Level 3 or 4)



Number of students projected to pass SBA based on Fall MAP scores

MATH Needs Assessment/Implications:

Based on our Spring SBA data and Fall MAP data we have identified students who need extra support to meet grade level standards in math. We are focusing on our PLC model with support from our certified math support teacher. Our identified LAP students are also receiving small group instruction and more 1:1 supports daily. We will monitor students through summative/formative classroom assessments and MAP scores throughout the school year to help us evaluate our resources and supports being offered.

CSIP 2022/23 MATH

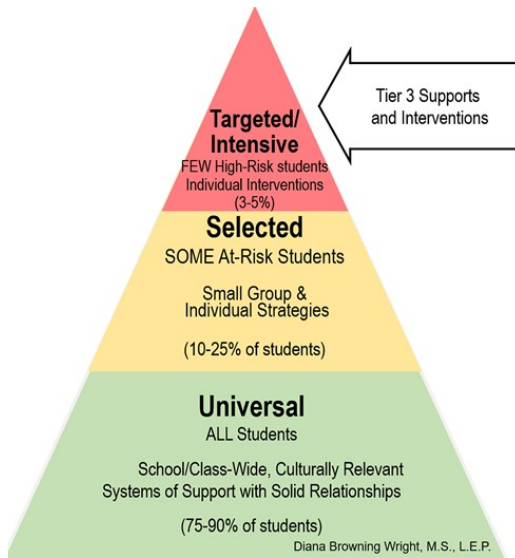
SMARTIE Goal: Based on 2022 SBA and Fall MAP scores, our 7th and 8th graders will increase their spring 2023 MAP scores by 10% from the fall and score 5% above the state average on the state testing (SBA). Students achievement data will reflect equitable distribution of outcomes for all student groups.

Student Focus will be given to our LAP students in both 7th and 8th grade Math this year. These students will receive extra resources and supports to help them meet their individual student growth goal measured by MAP.

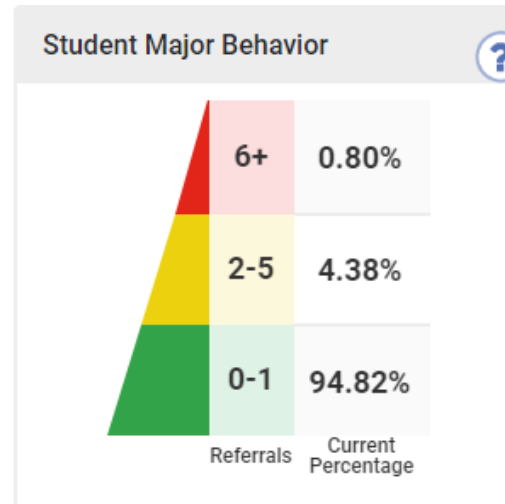
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> Newly created Stampeder Program Continue the use of common benchmarks and data-based planning PLC will meet twice a month to review common formative assessment data General education and special education teachers will collaborate monthly during PLC time Special Education teachers will have floating periods to help support students with in IEP in gen ed classrooms. 	<ul style="list-style-type: none"> 2022 Fall MAP data, 2023 Winter and Spring data 2021-22 SBA data Internal benchmarks: formative classroom assessments created by departments in PLC 	Staff to support with: <ul style="list-style-type: none"> administering MAP Class room support Pull-out resources After school tutoring Stampeder Program Native American Interventionist
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 Sept 2022- June 2023 SBA data	High Poverty and LAP funding will be utilized
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?		
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PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

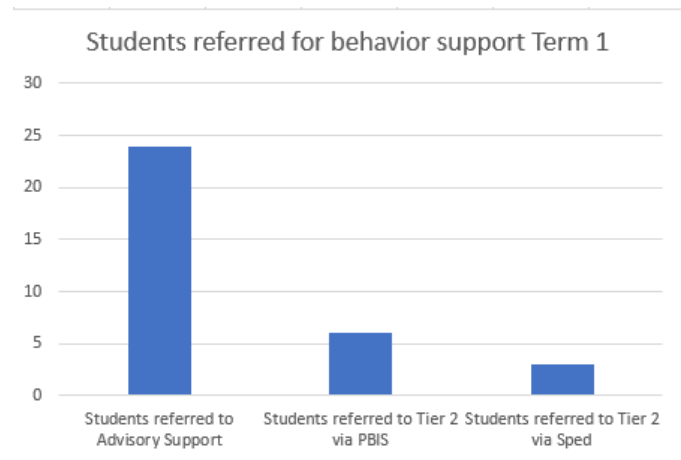
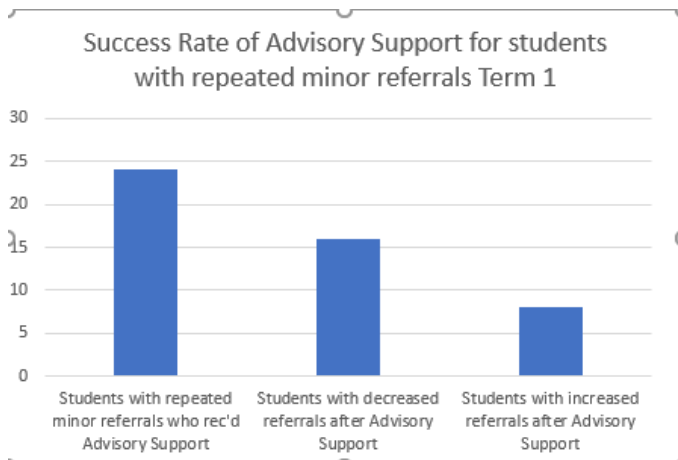
1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media



MTSS target percentage guidelines



Term 1 SMS MTSS percentages



SWB Needs Assessment/Implications: Use this area to expound on what your data document has helped you to identify as areas of strength and concern.

We are using the PBIS reward system to identify most common behaviors and students with high frequency referrals. Once these behaviors and students have been identified we are implementing a process of interventions that includes; Advisory student support, behaviors management plans (CICO), and individualized Tier 2 and 3 supports as needed. We have weekly meetings to discuss and implement resources for students.

Our data from 1st Term is encouraging as we have stayed within the targeted percentage guidelines for discipline. We are also seeing success in the focused supports we are offering to re-teach PBIS expectation during our Advisory time. We had 24 students referred to our Advisory support and 16 of those students have decreased in their referrals.

CSIP 2022/23 STUDENT WELLBEING

SMARTIE GOAL: By May of 2023, through implementation and refinement of PBIS Rewards, Character Strong, counseling supports, and Tier 1 interventions Stevens will maintain student behavior referrals to within the MTSS target percentage guidelines as measured by Skyward, PBIS Rewards, Counseling and Tier 1 data.

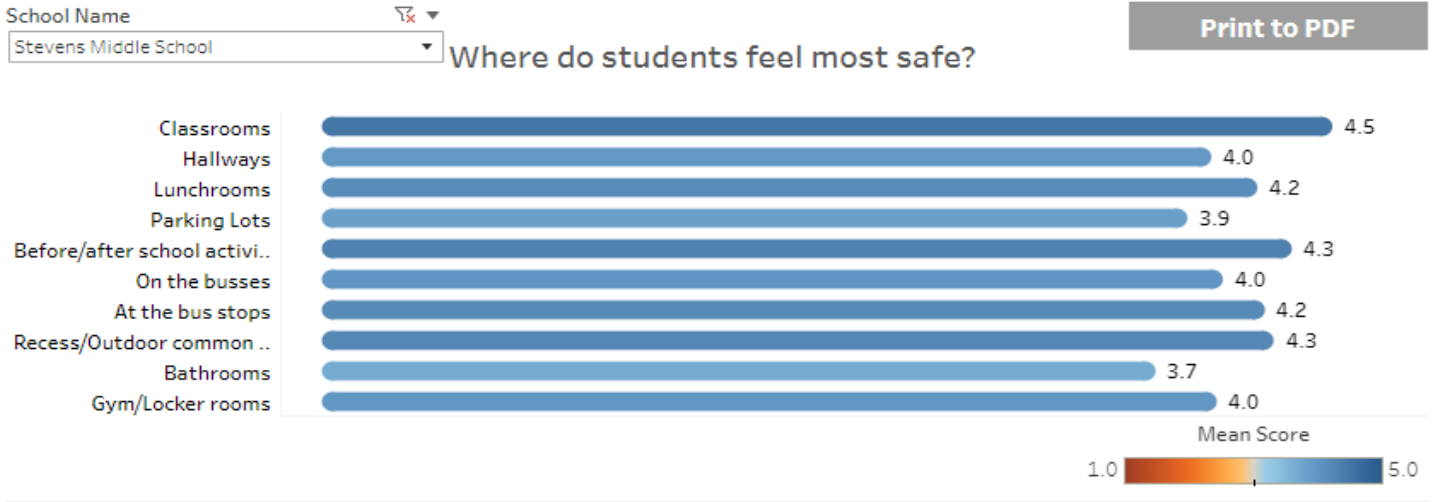
Student Focus– Of the total number of students referred to Advisory Student Support through June 2023, 70% will reduce their incidences of repeated minor referrals.

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"> • PBIS rewards acknowledging good behavior– weekly, mid-term, and end of quarter • Targeted tier 2/3 supports • Intervention team meetings • Advisory student support conferences 	<ul style="list-style-type: none"> • PBIS behavior data • Skyward tardy/truancy data 	<ul style="list-style-type: none"> • PBIS Rewards System • TOSA-Student Support Coordinator • Advisory Student Support
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?
Tier 2/3 Behavior Support Team, Advisory Student Support teachers, TOSA, Administration, teachers, paraeducators	<ul style="list-style-type: none"> • PBIS data monitoring (daily, weekly, mid-term, quarterly, semester, end of year) • Intervention Team (weekly) 	ESSER Funds High Poverty Lap 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?		
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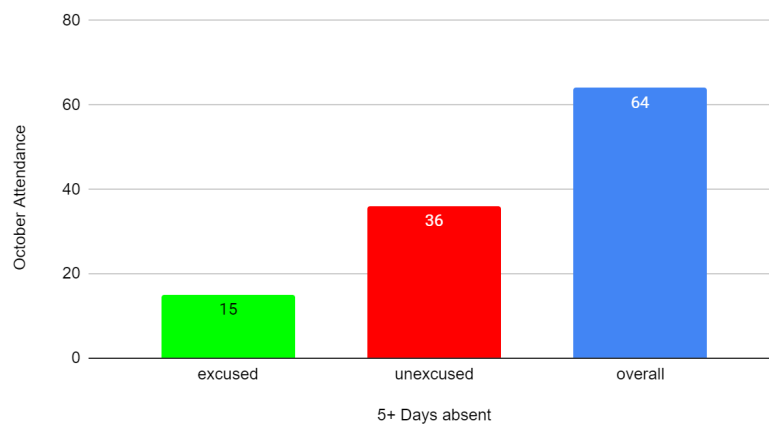
PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

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

EEST™-Student Universal Wellness Screener | Student Safety



October Attendance (5+ Days Absent)



F & CE Needs Assessment/Implications:

We had great attendance from our 7th grade families at our 7th grade informational night in August. The attendance at our Back-to-School Night was also well attended this year for both 7th and 8th grade. We are also able to bring back our PTO with the support of our families this year. The PTO have already planned and executed several different activities for our students. Our goal is to increase our parent involvement and presence this year. School events are communicated to families through emails, newsletters, and robocalls.

We conduct weekly attendance meetings and CARE Team meetings with our family Navigator to help remove barriers and support our SMS families.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: By June 2023, through relationship building, celebrations, and implementation of additional supports to meet the social-emotional needs, the number of Stevens Middle School students with chronic unexcused absences (5 or more) will not exceed 10% or 49 students as measured by Skyward attendance.

Stevens will focus its attendance interventions using the October grouping of 64 students (or 13%) with 5+ absences to gauge progress.

Student attendance data will reflect an equitable distribution of outcomes for all students.

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"> • Create October Grouping • Attendance Letters/Cares Team • Navigator visits • Celebrations, including the continuation of Character Strong Day celebrations, and re-introduction of assemblies. 	<ul style="list-style-type: none"> • Weekly attendance check-ins 	<ul style="list-style-type: none"> • District Navigator • Attendance/Engagement Professional – Grant funded
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?
Teachers, Paras, Support Staff, Secretaries, Custodians, Counselor, Principal PBIS committee District Navigator	2022-2023 school year	Building budget HP Lap ESD grants
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?		
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Additional Implications: Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, Mck V etc.

SMS leadership in collaboration with staff has implemented a 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 Professional Development once a month.

There continues to be a concern around student attendance this year. Through the month of October we had 64 students with 5 or more absences. We have implemented more supports this year. The Attendance/Engagement grant is helping to make connections with parents earlier in the year to help identify and reduce barriers. One highlight for SMS is seeing 87% of our Native American Students regularly attending school this year. This is a result of having active Native American Advocates in the building able to support our families.

We have a school wide commitment to use PBIS Rewards as our school wide positive reward system again this year. We have also been able to use this platform to help identify and support students in need of extra behavior supports. We continue to see a high need of mental health supports this year. We have been able to collaborate with community resources and ESD grants to help with these needs, however, there is still a high level of support needed for our students regarding mental health.

Our goals focus on students who are most in need of supports and providing a more equitable structure for learning. We continue to refine our process of identifying students and their needs in order to provide these equitable supports for all students.

ELA
pgs. 2&3

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math
pgs. 4&5

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

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End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

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