



Continuous School Improvement Plan 2023/24

Stevens Middle School, PASD



Principal: Melissa McBride

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success.

Facilities: We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. 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 Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

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 where students and staff have what they need to be successful and achievements are celebrated.

The SMS community consists of 485 students. 62% of SMS students are designated as low income (10% more than last year). 17% of our students currently receive specialized instruction. 71% of our students are white, 13% are Hispanic, 7% are American Indian/Alaskan Native, 1% are Asian, and 11% identify as more than one race.

Student performance data from 2022-23 SBA shows 52% of 7th grade students and 58% of 8th grade students met standard in ELA (a more than 20% gain for 8th grade), 46% of 7th grade students and 48% of 8th grade students met standard in Math (an 8% gain for 8th grade), and 52% of students met standard in Science (a 7% gain).

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. We continue to develop and expand our systems for improving school culture, behavior, attendance, and academic success.

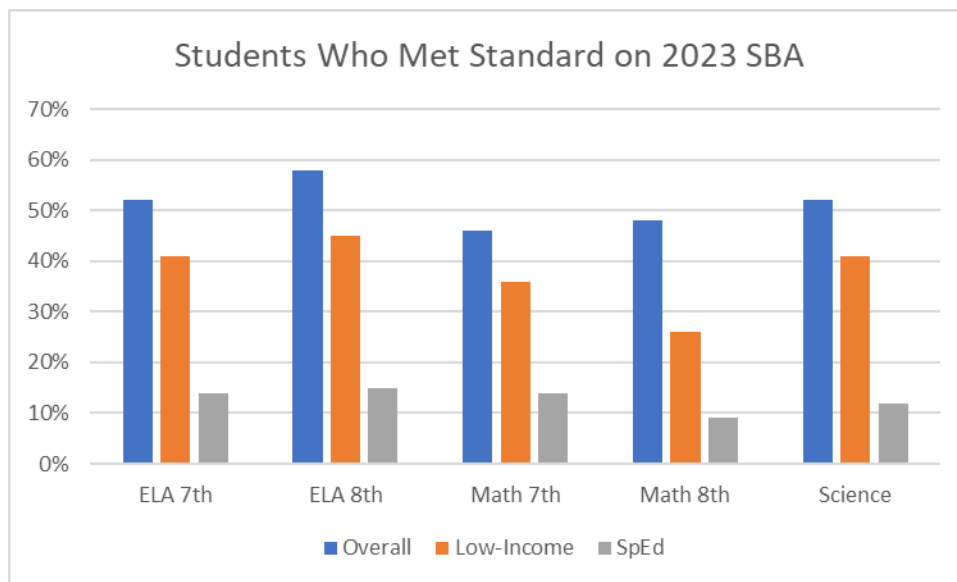
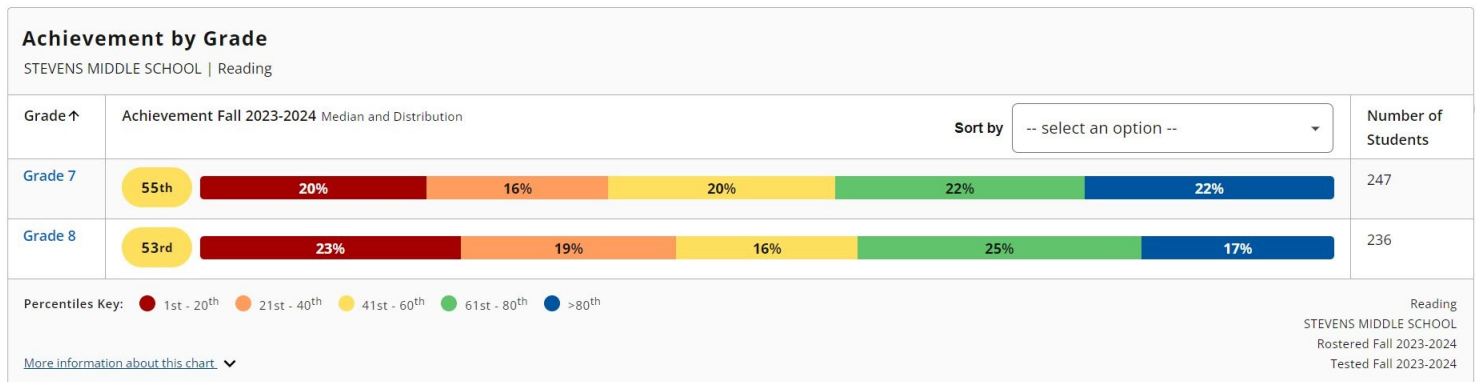
| Reporting Schedule | School Submitted | Board Summary |
|--------------------|------------------|---------------|
| CSIP | 10/13/23 | 11/09/23 |
| Mid Year Review | 2/23/24 | 3/14/24 |
| Final | 6/21/24 | 6/28/24 |

Needs Assessment Completed on: 10/13/23

Needs Assessed By: ELA & Math departments, Melissa McBride, Zane Laughbon, Wyndi Anderson, Beth Clifford, Dana Christenson, Sal Michael, Thomas Sheehy, Montesz Kelley-Shears

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice.
2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.



ELA Needs Assessment/Implications:

Spring SBA data was encouraging. Though the number of students meeting standard in 7th grade dropped by 3%, the number of 8th graders meeting standard rose from 37% to 58%. This suggests that the PLC work being done provided is having a positive impact. Not only are we focusing on the most impactful Essential Standards, we are providing successful RTI. This work needs to continue and improve for our students to continue to make academic gains.

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 for our LAP students (those who ranked in the 41st-60th percentile on their Fall MAP test) in order to meet grade level standards. Our ELA PLC will determine what RTI is needed in the classroom to support these students. This may include whole class re-teaching, small group instruction, push-in para support, or pull-out intervention. We will use our Winter MAP test scores to check progress, determine whether our RTI supports are working, and modify our interventions as necessary. We will also use shared assessments, as designed by the PLC, to measure progress toward the Essential Standards for SBA.

CSIP 2023/24 ELA

SMARTIE Goal: Based on 2023 Fall Map scores, our 7th and 8th graders will increase their Spring 2024 MAP scores by 10% from the Fall and score 5% above the state average on the state test (SBA). Student achievement data will reflect equitable distribution of outcomes for all student groups (with special attention paid to our lowest scoring groups — low income and SpEd).

Student Focus will be given to our 7th and 8th grade LAP students (those who scored in the 41st-60th percentile on the Spring MAP) who also have an IEP in ELA. These students will receive extra resources and supports to help them meet their individual student growth goal measured by MAP.

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|---|---|---|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| <ul style="list-style-type: none"> Paraprofessionals will provide targeted support in the classroom and/or pullout for extra support PLC will meet weekly to create shared essential standards and assessments and review data to determine necessary RTI (PLCs will include our special education teachers to support the accommodation process) Special Education teachers will have floating periods to help support students with IEPs in gen ed classrooms. #2, #3, and #4 | <ul style="list-style-type: none"> 2023 Fall MAP data 2023 Spring SBA data Internal benchmarks: formative and summative classroom assessments created by PLC | <ul style="list-style-type: none"> Using data to identify students in need of support Paraprofessional support Special Education support After school tutoring Counselor and Native American Academic Advocate support with F-list |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| <ul style="list-style-type: none"> General Education Teachers Special Education Teachers Counselors Native American Academic Advocate Administration | <ul style="list-style-type: none"> Weekly – PLC meetings Fall/Winter/Spring– MAP data Yearly– Overall goal/data on SBA | <ul style="list-style-type: none"> High Poverty and LAP funding Grants |

PASD Equity Goals (Actions)

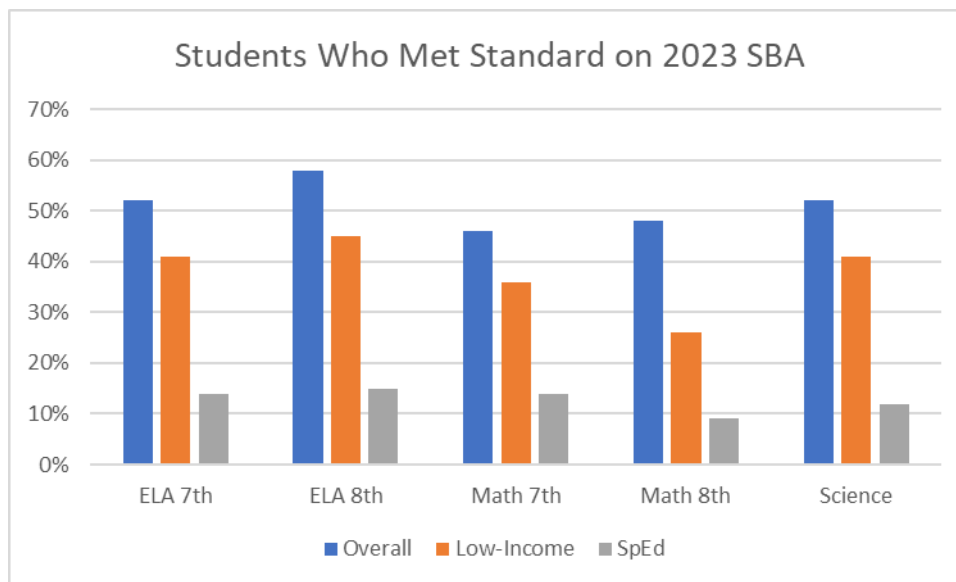
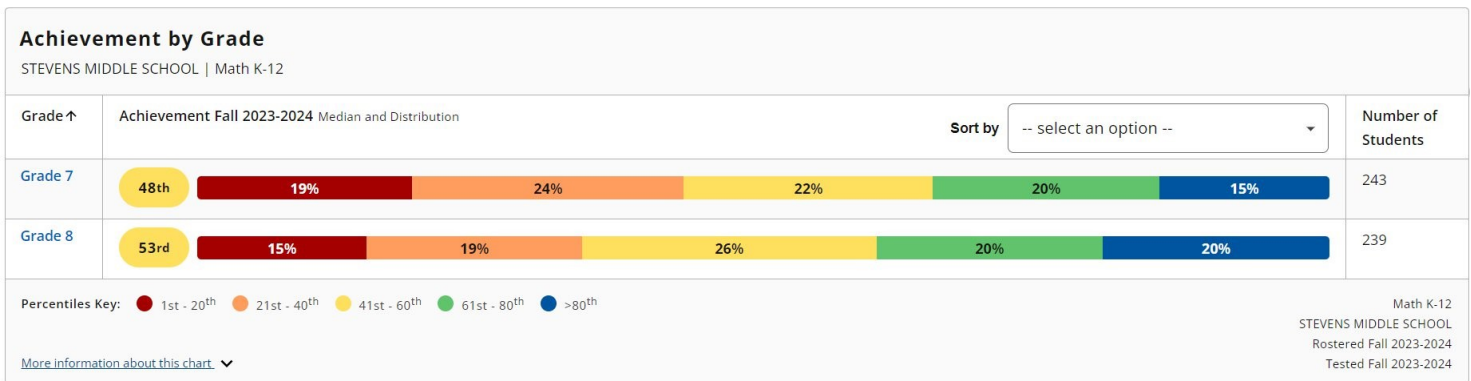
Review the activities listed above indicating how they are connected to our equity goals. The # in () corresponds to the equity goal below.

PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.



MATH Needs Assessment/Implications:

Spring SBA data was encouraging. As with ELA, our students outscored the state. We intend to continue this trend.

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. Strategic interventions are needed for our LAP students (those who ranked in the 41st-60th percentile on their Fall MAP test) in order to meet grade level standards. Our ELA PLC will determine what RTI is needed in the classroom to support these students. This may include whole class re-teaching, small group instruction, push-in para support, or pull-out intervention. We will use our Winter MAP test scores to check progress, determine whether our RTI supports are working, and modify our interventions as necessary. We will also use shared assessments, as designed by the PLC, to measure progress toward the Essential Standards for SBA.

CSIP 2023/24 MATH

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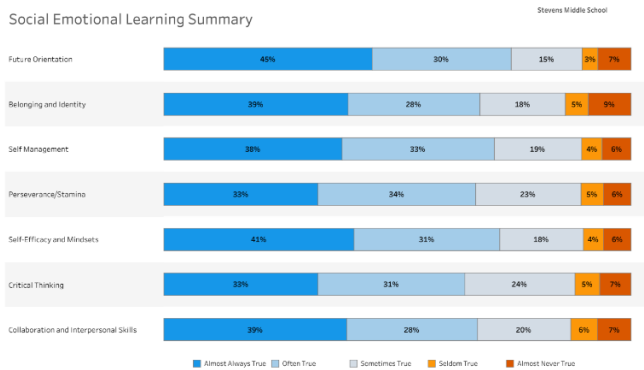
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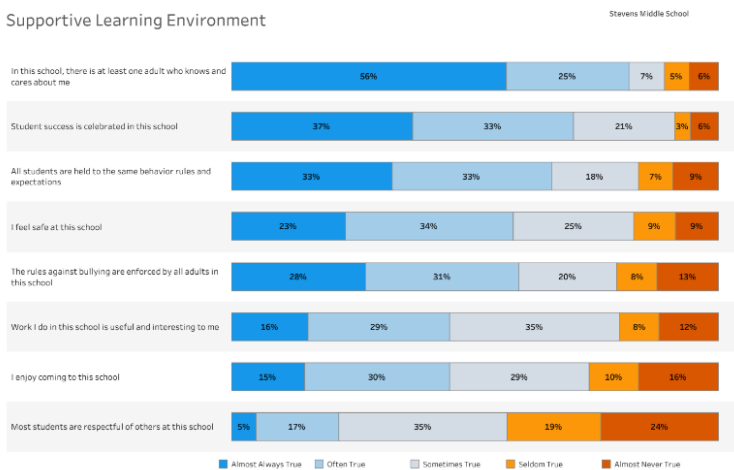
PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

Social Emotional Learning Summary

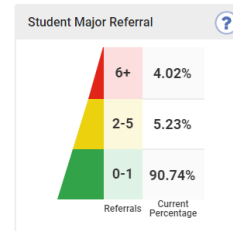
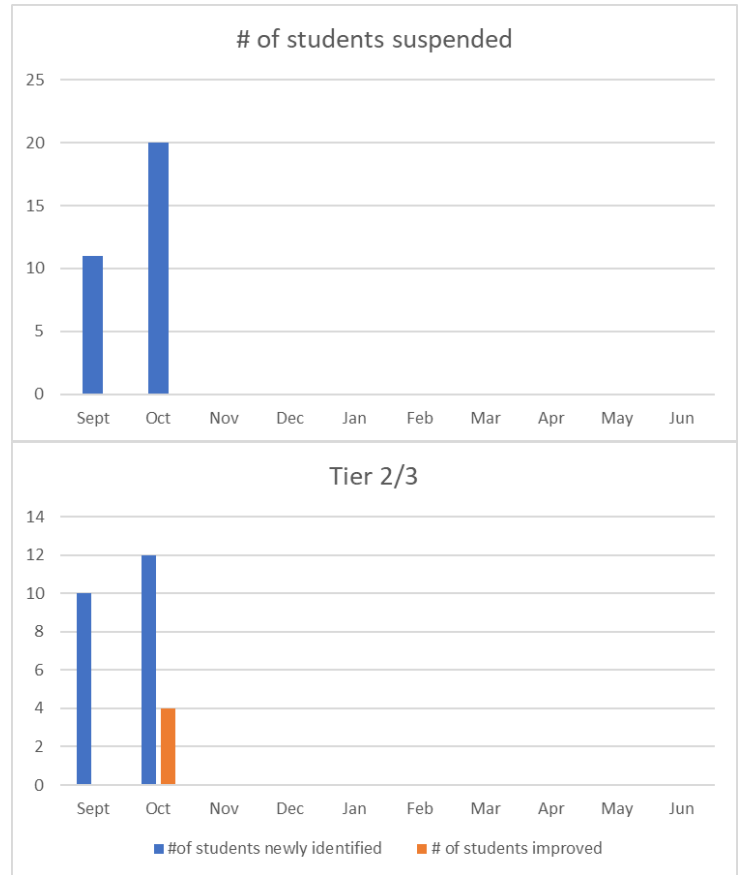
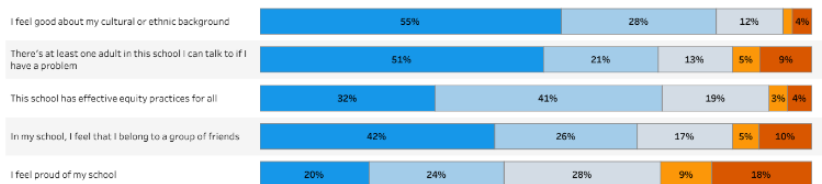


Supportive Learning Environment



Belonging and Identity

- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one's own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed



Data as of Oct. 31, 2023

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

While our 2023 EES Student shows that students are positive about their SEL in all areas. Our lowest category was “Belonging & Identity,” and three of our weakest areas were “I enjoy coming to school,” “most students are respectful of others at this school,” and “I feel proud of my school.”

One of the most important ways to help students attend consistently and engage in academics is to ensure that they feel a sense of belonging. To improve students' sense of belonging, we have brought back monthly assemblies, have added monthly PBIS reward events, and we are continuing our Positive Pink slips and Student of the Month. We are also encouraging more student club and athletic involvement. In addition, our first period classes are a little longer to accommodate direct SEL instruction based on our monthly character traits and focuses (which are tied to the State SEL Standards). We are also drawing on the expertise of our building counselors, Dean/Student Support Coordinator, and our ESD Student Assistance Professional to help students navigate issues that arise with student conflicts, substance/alcohol use, and mental health. Our counselors conducted “minute meetings” with every single student in September, to gauge needs.

In addition, our Student Support Team is focusing on our behavior data, targeting our upper tier 2 and tier 3 students, to ensure we are providing effective support.

CSIP 2023/24 SEL

SMARTIE GOAL: Based on the 2023 EES Student survey data, we will make at least a 5% improvement in the areas of “I enjoy coming to school,” “most students are respectful of others at this school,” and “I feel proud of my school.” These relate directly to the State SEL Standards 4-6: social awareness, social management, and social engagement. We are also committed to keeping our major referral data within the MTSS guidelines (80% or more at tier 1, 10-15% at tier 2, less than 5% at tier 3), keeping in mind that we had 13% at tier 3 by the end of last year, and 12% at tier 2.

Student Focus— Based on 2023 October Student Support Team meeting data, and with targeted support, we will see improvement for at least 80% of the students who are initially identified as needing support. And we will see at least a 10% reduction in monthly suspensions from October to May.

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|--|--|---|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| <ul style="list-style-type: none"> PBIS rewards to acknowledge good behavior–monthly Counselor “minute meetings” Student Support Team meetings & tier 2/3 support Attendance Support Team meetings & tier 2/3 support Behavior Response Team meetings SAP—referral process & tier 2 support #1 and #4 | <ul style="list-style-type: none"> PBIS Rewards behavior data Skyward tardy/truancy data Homeroom attendance and “high-risk” data SAP data | <ul style="list-style-type: none"> PBIS Tiered supports for behavior and attendance |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| <ul style="list-style-type: none"> Student Support Team Attendance Support Team Behavior Response Team Administration | <ul style="list-style-type: none"> PBIS data monitoring (daily, weekly, mid-term, quarterly, semester, end of year) Intervention teams (weekly) | <ul style="list-style-type: none"> High Poverty and LAP funding Grants |

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

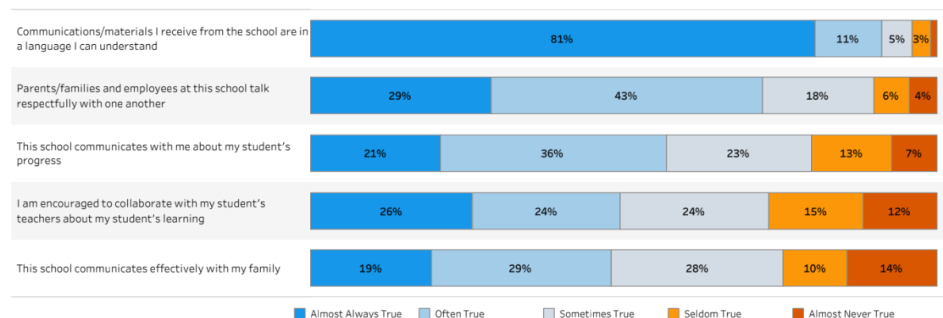
1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
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3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
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PASD Strategic Plan Facilities & Communication

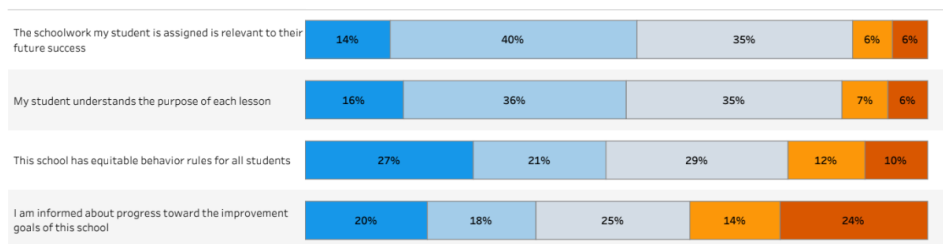
1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

High Levels of Collaboration and Communication

Stevens Middle School

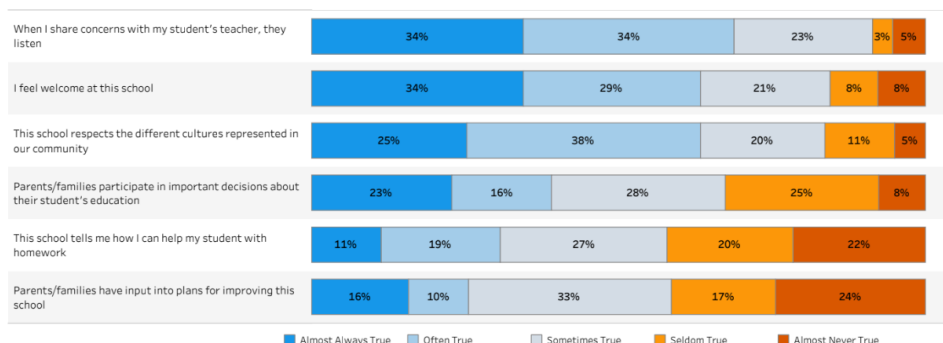


Clear and Shared Focus



Parent and Community Involvement

Stevens Middle School



F & C Needs Assessment/Implications:

2023 EES Family Survey results show that families perceive a lack of parent & community involvement. As a result, we are inviting them into the building in traditional and new ways this year. Some of our traditional events so far have included registration and Open House, both of which were well attended. As such, we expect good attendance at conferences (where we will provide a survey regarding communication to collect more information about how we are doing and what parents would like to see us add or do more of). We will also invite families to join us for some assemblies, Honor Roll celebrations (we are bringing back the breakfasts!), athletic and club events. In addition, this year, we will be inviting families for our Elwha Poster Symposium and a family event (TBD) during second semester. We are, gratefully, experiencing higher than usual PTO involvement. The PTO have already planned and executed a few activities for our staff and students. They plan to continue supporting our PBIS reward events, Thanksgiving baskets, a tuna/peanut butter drive in December, and other fun events throughout the year.

We are increasing our communication efforts this year, via Facebook and a monthly newsletter, because parents have requested that our electronic communication be more robust. In response to the 2023 EES Family Survey results, we will include elements in this newsletter to inform families about progress toward our improvement goals, how to help with homework, and provide opportunities for parents/families to have input for improving the school.

SMARTIE GOAL: Based on the 2023 EES Family survey data from the family survey, we will make at least a 5% improvement in the areas of “the school communicates effectively with my family,” “I am informed about progress toward the improvement goals of this school,” “this school tells me how I can help my student with homework,” and “parents have input into plans for improving this school.”

| Activities (strategies/best practices) | Evaluation Data | MTSS |
|--|--|--|
| Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work. | 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? | How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.) |
| <ul style="list-style-type: none"> Monthly newsletter Provide PTO with their own room for meetings & storage Robo-call reminders prior to important events Consistent and responsive Facebook presence on the Stevens Middle School Parent Group (447 members) | <ul style="list-style-type: none"> Newsletter viewer data Facebook post reach data Survey provided at parent conferences CEE | <ul style="list-style-type: none"> PBIS |
| Lead/Staff | Time Frame | Resources/Funding Amounts |
| Who will be responsible for implementing, measuring and adjusting the activities? | What is the projected length of time for the activities? | What resource/funding coordination and integration will be utilized? |
| <ul style="list-style-type: none"> Administration PTO Building committees (Family Success Committee) | <ul style="list-style-type: none"> Newsletter view data gathered monthly Consistent/responsive Facebook presence Survey provided at parent conferences CEE given in October Multiple calendared events—families invited | <ul style="list-style-type: none"> High Poverty and LAP funding Grants & donations |
| PASD Equity Goals (Actions) | | |
| Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.) | | |
| <p>The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.</p> <ol style="list-style-type: none"> Identify and mitigate the negative presence of bias, prejudice, racism, and inequity. Commit to raising achievement levels for all students by ensuring educational equity. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students. | | |

Additional Needs Assessment/Implications: Use this section to include implications of ELL & attendance, discipline, SPED/ 504, McK V being clear to identify areas of disproportionality relative to student groups

MS 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 weekly.

Based on the survey results provided from this year's principal search, it was evident that Creating a School Culture and Ensuring School Safety were the most important elements to respondents. To meet this end, we have created several new committees: Staff Success Committee, Student Success Committee, Family Success Committee. I have implemented multiple modes of staff and student appreciation. And I had the Clallam County Sheriff's Dept. provide Active Shooter Response Training and complete a threat assessment of the building. This led to the removal of lock-blocks on all external doors. These doors are now locked during the school day.

Behavior & Social Emotional Support: We have a school-wide commitment to use PBIS Rewards as our school-wide positive reward system again this year. To ensure the success of this work, we have continued the Behavior Support position, using HP Lap funds. This position heads our Behavior Response Team, is part of our Student Support Team, and aides admin and staff in providing tier 1 and tier 2 support. We also continue to see a high need of mental health needs. We have been able to collaborate with the ESD to ensure the continued SAP position to identify students and help with these needs.

Attendance Support: There continues to be a concern around student attendance this year. Last year in October we had 64 students with 5 or more absences. We implemented more supports last year and continue to build on these this year. The ESD's Attendance/Engagement grant provides us with an Attendance & Re-engagement Case Manager, who is helping to make connections with parents earlier in the year to help identify and reduce barriers. One highlight for SMS last year was seeing 87% of our Native American Students regularly attending school this year. This is a result of having active Native American Advocates and a Native American District Family Navigator able to support our families. As our Attendance Team is in transition, we are creating a system to identify students who are struggling with tardies, truancy, and multiple unexcused absences. This team will meet weekly to review Homeroom and Skyward data to identify students. These students will be provided tier 2 support. Students who continue to struggle will be provided tier 3 support.

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 2/23/24: What data was reviewed and what changes are being made as a result? |
| | | End of Year Assessment 6/21/24: |
| Math | pgs. 4&5 | Mid-Year Review 2/23/24: What data was reviewed and what changes are being made as a result? |
| | | End of Year Assessment 6/21/24: |

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024: .

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/24/2024:

Preliminary Planning for 24-25: 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