



# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

## **PART 2: SUPERINTENDENT'S GOALS**

## **PART 3: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 4: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 5: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

## **PART 6: STUDENT ATHLETIC AND ACTIVITY PARTICIPATION**

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

## **PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY**

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

## **PART 9: EXECUTIVE SUMMARY**

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by **Monday, October 12, 2015. Presentation will be at the Thursday, November 12 Board meeting. A mid-year review is due for presentation at the February 25, 2016 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 23, 2016 Board meeting.**

## **PART 10: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 12, 2015.

## **PART 11: APPENDICES**

## STRATEGIC GOALS AND OBJECTIVES FOR 2015-16

**Directions:** Please make sure that the district’s strategic plan goals are identified in the following spaces.

<b>GOAL 1</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
<b>OBJECTIVE(S)</b>	<b>1:1</b> Create a culture of trust among staff, students, and community.
	<b>1:2</b> Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	<b>1:3</b> Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE(S)</b>	<b>2:1</b> All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	<b>2:2</b> All students will receive the necessary support to successfully matriculate through the system.
	<b>2:3</b> Reinstate all-day kindergarten as soon as fiscally sustainable.
<b>GOAL 3</b>	<b>Resources:</b> To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
<b>OBJECTIVE(S)</b>	<b>3:1</b> Create a more efficient and equitable resource distribution system.
	<b>3:2</b> Create an infrastructure that supports student learning.
<b>GOAL 4</b>	<b>Adaptability:</b> To be adaptable in our support of student achievement.
<b>OBJECTIVE(S)</b>	<b>4:1</b> Create a data-driven adaptable education system.
<b>GOAL 5</b>	<b>Community:</b> To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
<b>OBJECTIVE(S)</b>	<b>5:1</b> Leverage community resources and Expertise to further the education of all students.

**SUPERINTENDENT'S GOALS 2015-16**

1. Develop a Shared District Vision with the Board and Community
2. Facilities and Maintenance
3. Provide Opportunities for Academic Success for all Students
4. Sustaining Fiscal Solvency
5. Leadership Development
6. District Stability – Board Superintendent Relationship

## SBA & MSP DATA

**Directions:** Enter the scores on the ELA, MATH and WRITING Sections of the MSP and SBA. **\*Field Test SBA, No Data 2014**

Analysis Tool/ Measurement Device	MSP 2012	MSP 2013	MSP 2014	SBA 2015	State	Analysis Tool/ Measurement Device	MSP 2012	MSP 2013	MSP 2014	SBA 2015	State
<b>ELA 7:</b> % of students at each level						<b>Math 7:</b> % of students at each level					
Level 1:	7.6%	2.4%	*	<b>12.1%</b>	19.5%	Level 1:	13.8%	9.0%	*	<b>15.5%</b>	22.8%
Level 2:	14.8%	16.1%		<b>13.5%</b>	20.7%	Level 2:	14.5%	15.6%		<b>21.6%</b>	26%
Level 3:	28.2%	32.5%		<b>45.7%</b>	36.7%	Level 3:	33.8%	33.2%		<b>29.6%</b>	23.9%
Level 4:	47.4%	45.9%		<b>25.2%</b>	19.4%	Level 4:	35.9%	39.5%		<b>30%</b>	23.5%
<b>ELA 7:</b> % Meeting Standard:	77.0%	81.6%		<b>73.4%</b>	56.8%	<b>Math 7:</b> % Meeting Standard:	71.0%	75.4%		<b>62.2%</b>	48%
% Not Meeting Standard:	23.0%	17.4%		<b>26.6%</b>	43.1%	% Not Meeting Standard:	29.0%	24.6%		<b>37.8%</b>	51.9%

**\*Indicates no data available due to piloting the SBAC and not taking the MSP in 2014**

## SBA &amp; MSP DATA

**Directions:** Enter the scores on the SCIENCE and ELA and MATH sections of the MSP and SBA. \*Field Test SBA, No Data 2014

Analysis Tool/ Measurement Device	MSP 2012	MSP 2013	MSP 2014	SBA 2015	State	Analysis Tool/ Measurement Device	MSP 2012	MSP 2013	MSP 2014	SBA 2015	State
<b>MSP Science 8:</b> % of students at each level						<b>ELA 8:</b> % of students at each level					
Level 1:	4.7%	2.0%	*	3.4%	12.4%	Level 1:	10.0%	5.7%	*	10.8%	16.5%
Level 2:	7.7%	11.8%		12.9%	24.1%	Level 2:	11.6%	12.4%		25%	23.2%
Level 3:	39.3%	37.7%		39.5%	34.2%	Level 3:	21.3%	19.1%		38.1%	37%
Level 4:	44.0%	45.5%		39.5%	25.5%	Level 4:	53.2%	59.7%		23.5%	19%
<b>Science 8:</b> % Meeting Standard:	86.9%	85.9%		82.1%	60.6%	<b>Reading ELA 8:</b> % Meeting Standard:	76.7%	81.5%		63.8%	56.8
% Not Meeting Standard:	13.1%	14.1%		17.9%	39.4%	% Not Meeting Standard:	23.3%	18.5%		36.9%	43.1%

Analysis Tool/ Measurement Device	MSP 2012	MSP 2013	MSP 2014	SBA 2015	State
<b>Math 8:</b> % of students at each level					
Level 1:	16.1%	20.5%	*	16.1%	26.4%
Level 2:	13.8%	15.1%		15%	23.6%
Level 3:	38.6%	28.9%		24.7%	19.8%
Level 4:	30.9%	34.6%		41.6%	26%
<b>Math 8:</b> % Meeting Standard:	69.5%	64%		67.8%	46.1%
% Not Meeting Standard:	30.5%	35.6%		32.2%	53.8%

\* Indicates no data available due to piloting the SBAC and not taking the MSP in 2014

## SBA &amp; MSP DISAGGREGATION DATA

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <10, enter an asterisk(\*).

**\*Field Test SBA, No Data 2014**

Sub-Groups	GRADE 7 ELA						GRADE 7 MATH					
	MSP2 012	MSP2 013	MSP 2014	SBA 2015	State		MSP 2012	MSP 2013	MSP 2014	SBA 2014	State	
Male	72.5%	73.4	*	61.8%	50.3%		66.9%	76.8%	*	58.6%	47.3%	
Female	81.2%	89.3%		82.2%	63.7%		75.0%	74%		63.3%	48.6%	
Race/Ethnicity				*						*	*	
FARMA	63.8%	79.1%		63.5%	41.1%		57.6%	71%		49.6%	31.4%	
Special Ed	39.3%	68%		33.3%	18.1%		37%	34%		27.9%	12.2%	
504s				*	*					*	*	

Sub-Groups	GRADE 8 SCIENCE				
	MSP 2012	MSP 2013	MSP 2014	MSP 2015	State
Male	87.3%	87.7%	*	79.1%	59.3%
Female	86.4%	84.1%		79.8%	61.9%
Race/Ethnicity				*	*
FARMA	78.4%	78%		68.8%	44%
Special Ed	58.9%	58.8%		62.1%	23%
504s				69.2%	61.7%

Sub-Groups	GRADE 8 ELA						GRADE 8 MATH				
	MSP 2012	MSP2 013	MSP 2014	SBA 2015	State		MSP 2012	MSP 2013	MSP 2014	SBA 2015	State
Male	71.1%	81.6%	*	56%	50.3%		67.3%	62.6%	*	66.4%	44.6%
Female	83.1%	81.5%		71.5%	63.7%		71.9%	66.2%		67.2%	47.7%
Race/Ethnicity				*	*					*	*
FARMA	66.9%	72.7%		50.3%	41.1%		58.9%			51%	30.2%
Special Ed	35.8%	52.9%		32.4%	18.1%		23.6%	23.5%		30.5%	9.3%
504s				53.8%	55.5%					50%	43.6%

**PART 3: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

**Directions:** Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2014-15					Expected Results for 2015-16				
		Reading		Math	Science		Reading		Math	Science
<b>District Reading, Math and Science Winter Benchmark (percent of students at standard) Analytical Reading Inventory (ARI)</b>	<b>Grade</b>	Bench- mark	ARI Average Reading Level	Bench- mark	Benchmark	<b>Grade</b>	Bench- mark	ARI Average Reading Level	Bench- mark	Benchmark
	<b>7</b>	66.5%	72% at or above level	70% 65%	71.3%	<b>7</b>				
	<b>8</b>	78.2%	74%	82% 55%	70.8%	<b>8</b>				
<b>District Writing Benchmark Fall, Winter, Spring (percent of students at standard) Analytical Reading Inventory (ARI)</b>		<b>Writing</b>				<b>Writing</b>				
	<b>Grade</b>	Fall	Winter	Spring	<b>Grade</b>	Fall	Winter	Spring		
	<b>7</b>	60%	63%	58%	<b>7</b>					
	<b>8</b>	65%	66.4%	61%	<b>8</b>					
<b>Classroom-Based Assessments (percent of students at standard)</b>		<b>Classroom-Based Assessment</b>				<b>Classroom-Based Assessment</b>				
	<b>Grade</b>	Social Studies	The Arts	Health/Fitness	<b>Grade</b>	Social Studies	The Arts	Health/Fitness		
	<b>7</b>	88%	94%	74%	<b>7</b>					
	<b>8</b>	91%	92%	70%	<b>8</b>					



**PART 3: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

**Directions:** Please enter grade-level appropriate data in the space provided.

<b>Summary Student Internal Accountability System Demographic Data (end-of-year data)</b>													
<b>Internal Assessment Results for 2014-15 (EOY)</b>						<b>Internal Assessment Results for 2015-16 (EOY)</b>							
<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>	<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>
			Short-Term	Long-Term						Short-Term	Long-Term		
7	.21	98%	17	0	0	2	7						
8	.20	98%	46	0	0	3	8						
(*Trimester Reports will provide Year-to-Date data.)													

<b>Summary of Student Support Services</b>				
<b>Grade</b>	<b>Special Education (not speech)</b>	<b>Homeless EOY</b> Number of Homeless Students	<b>504</b>	<b>Student Assistance Team (SAT)</b>
	<b>Current</b>	<b>Last Year</b>	<b>Current</b>	<b>Current</b>
7	54	2	15	3
8	21	0	8	0

## DEMOGRAPHIC SCHOOL DATA

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your school's grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary	
Attendance Report	Percent of students present per day (2014-15).	98%	
Unexcused Absences	Total number of absences not excused (2014-15).	.21%	
Discipline Report	Summary of discipline activity for the building (2014-15).	Drugs/Alcohol: 11 Tobacco: 2 Weapons: 3 Fighting/Assaults: 12	Court Petitions: 5 Expulsions: 0 Short-term Suspensions: 64 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2014-15).		
Gender Report	Number of male and female students as reported by the 2014-15 OSPI School Report Card	Males: 301 Females: 297	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2014-15 OSPI School Report Card	American Indian or Alaskan Native: Asian or Pacific Islander: 14 Black: 11 Hispanic: 23 White: 480	students    Students 563
Staff Report	Staff demographic data as reported in the 2014-15 OSPI School Report Card	Headcount: 32 Overall Ratio: 18:1	Average Years of Exp: 18.2 Percent ≥ a Master's Degree: 85%

**PART 4: AREAS OF STRENGTH AND IMPROVEMENT**

**AREAS OF STRENGTH AND IMPROVEMENT**

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the MSP/EOC, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>• Collaboration time allowing for Prof. Development, curriculum enhancement, improved instructional technique, and assessment to improve student learning.</li> <li>• All special education portfolio students made standard on 2014 MSP.</li> <li>• Referrals to the office down 32%. Hallways issues down 30%, Bus waiting area -63%, lunch room -18%. PBIS is working.</li> <li>• SBAC scores above the state in all areas 7<sup>th</sup> ELA +16.6, Math +14.2 8<sup>th</sup> ELA +7, Math + 21.7, Science + 21.5</li> </ul> <p>Low Income (FARMA) 15 – 20 % pts above the state in all areas.</p> <ul style="list-style-type: none"> <li>• No significant gaps in Math or Science scores between boy and girls in either grade.</li> <li>• CEE Organizational trust has an 84% positive rating for the 5 attributes</li> <li>• CEE indicated a high degree of confidence by the parents in all areas.</li> <li>• CEE staff data is more positive in all 9 areas than the top 20% of high performing middle level schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Although special ed. Students out score the state in all areas a 33% average for students meeting standard in math and ELA needs to improve.</li> <li>• There is a 15-20 pt. gap between boys and girls in ELA for 7<sup>th</sup> and 8<sup>th</sup> grade.</li> <li>• Extended response questions, Claim 3, For SBAC math</li> <li>• ELA listening and research</li> <li>• Did not meet AYP in ELA or Math for any group</li> <li>• Attendance did make standard for the state however there is a strong correlation for students with multiple absences (15 or more), poor grades and not scoring well on assessments.</li> <li>• CEE data is not to standard until we reach 85% or better in all areas for staff, parents and students</li> <li>• Continue to work on our alignment with instruction, materials, and assessment for Common Core and SBAC formats.</li> <li>• Finalizing the steps and supports for PBIS tier 2 and moving towards the implementation of tier 2.</li> </ul>

**PART 5: ACTION PLANS**

<b>DISTRICT GOAL</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations. <b>Superintendent Goal 3:</b> Provide opportunities for Academic Success for all Students.
<b>OBJECTIVE</b>	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in Reading, Writing, Math, and Science.
<b>OBJECTIVE</b>	All students will receive the necessary support to successfully matriculate through the system in Reading, Writing, Math, and Science.

<b>STEVENS GOAL #1</b>	Our goal is to increase our scores on the SBAC and MSP by 3-5% points over last year in Math, ELA and Science in all areas as measured by 2016 SBAC / MSP. We will monitor our progress using MAP, classroom, department and district assessments including the mid-year benchmarks and end of year assessments.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				
Review 2014-15 SBAC and building data, adjust curriculum calendars to align with common core standards (fewer items more in-depth).	Aug. 27,28,31 Sept.1 Wed late starts.	SMS staff	Administration	<input type="checkbox"/>	
Professional Development on the use of MAP testing to drive instruction and measure student growth.	Aug.31	Language Arts, Math and Spec. Ed Staff	Administration and Site Team	<input type="checkbox"/>	
Implement MAP assessment September, January and June for language arts and Math to measure student growth and adjust instruction	September 14-30 January 18-28 June 1-10	Administration Core Staff	Administration	<input type="checkbox"/>	
Inclusion model for majority of IEP students with special education. Classroom support along with para and staff assistance for 504 struggling students	Sept. 2015's placement will vary with needs	Special Education Core Staff	Administration Site team	<input type="checkbox"/>	

Language Arts, Science & Math staff will participate on ESD committees for improving student learning and meeting the state standards.	Oct. - May	Language arts staff Math staff	Administration	<input type="checkbox"/>	
Staff will continue their work with Danielson and the state 8 TPEP criterion to improve instruction and student learning.	August– June	All Staff	Administration Site Team	<input type="checkbox"/>	
Review student work samples (high, low, bubble) and lesson plans for focus topics among language arts, math and science staff during Wed. department time.	Oct. and once every eight weeks during Department time.	Core staff	Administration Site team	<input type="checkbox"/>	
Peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed.	Three times a year	SMS staff	Language Arts teachers Administration	<input type="checkbox"/>	
Utilize literature curriculum and support materials with assessments to meet student instructional needs. Emphasis also on listening skills and research.	Aug, 27th – Sept. 1 Wed. late starts, team planning and one day per quarter as needed	Language Arts Staff	Administration	<input type="checkbox"/>	
Focus use of Step Up to Writing and Six trait aligned with Common Core. Including the develop anchor papers for each writing prompt	October - January.	Language Arts Staff	Administration Language Arts Staff	<input type="checkbox"/>	
Increase informational text, vocabulary and grammar instruction for language arts.	September-April	Language Arts staff	Administration	<input type="checkbox"/>	
Restructure math courses to align with Common Core Standards. This will result in three algebra and pre-algebra Honors sections.	August-February	Math staff	Administration	<input type="checkbox"/>	
Continue hands on science lessons with multiple engagement opportunities for students on a weekly basis with CSB support for materials.	September-June	Science staff	Administration	<input type="checkbox"/>	

Addition of one Science teacher to instruct two sections of 8 <sup>th</sup> grade science and one section of 7 <sup>th</sup> grade. Reducing class size and increasing teacher / student interaction opportunities.	August	CSB Administration	Administration		
Wednesday Late Starts and Team Time will continue to be used for collaboration, reviewing assessment data and adjusting instruction to meet student needs.	September - June	Site team Administration	Administration	<input type="checkbox"/>	
Tutoring available afterschool 3:15 – 4:15 M-Th Thursday's twice a month 3:15- 6:00 AmeriCorps staff will provide tutoring M-Th 3:30-4:30 and daily in classroom support.	September-June	Teaching staff, Para Educators, Lower Elwha staff.	Administration	<input type="checkbox"/>	
Tutoring provided by the Rotary Black Tie program two days a week from 3:05- 4:30 Lower Elwha will provide academic and cultural support M- Fri. 3:15- 4:30	October-June	Rotary SMS staff Administration	Rotary Administration	<input type="checkbox"/>	

<b>DISTRICT GOAL</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement. <b>Superintendent’s Goal 5: Leadership Development</b>
<b>OBJECTIVE</b>	Create a culture of trust among staff, students, and community.

<b>STEVENS GOAL #2</b>	Based on CEE three year average (2012-2014) with 77% of Staff indicating they feel positive in the 5 trust attributes. In collaboration with the Stevens community stakeholders (staff, students, parents, and community) we will increase the CEE data in all areas of organizational trust by a minimum of 5% points as measured by the 2015-16 CEE data.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Staff will review, revise and agree to honor the Site Based Decision Making Document /Process.	Sept. 1st. And used as our guide for the 2015-16 school year.	SMS staff Site Team	All staff and Site Team	<input type="checkbox"/>	
Review, revise and agree to the Norms for staff to work together. Used at all Staff, Site team, team and department meetings.	August 27 <sup>th</sup> and used on a regular basis for the 2015-16 school year.	SMS staff Site Team	All staff and Site Team	<input type="checkbox"/>	
AWSP Leadership training for 40 plus 8 <sup>th</sup> graders who will play key roles in a variety of teams, clubs, classroom and school activities.	August 17 <sup>th</sup> and 18 <sup>th</sup> 8:00 – 3:00	Administration and leadership teacher	Administration Site Team	<input type="checkbox"/>	
Natural Helpers 3 day training for 40 students who will use and share these social skills during the 2015-16 school Year.	October 11-13 <sup>th</sup> @ Camp David Jr.	SMS Staff	Administration	<input type="checkbox"/>	
AWSP leadership training for 25-30 7 <sup>th</sup> graders to increase their leadership skills for the second semester and 2016 school year.	February	Leadership teacher Administration	Administration	<input type="checkbox"/>	

Increase parent contacts with school staff regarding student progress and school support opportunities.	September- June	SMS Staff	Administration Site Team	<input type="checkbox"/>	
School wide PBIS expectations will be continued and taught to all students for classrooms, hallways, cafeteria, and busses.	September-February	PBIS team SMS staff	Site Team	<input type="checkbox"/>	
Complete PBIS development for tier two interventions and supports.	September-June	PBIS team SMS staff	Site Team	<input type="checkbox"/>	
Weekly opportunities for Administration to meet with Teachers, para educators and office staff to share thoughts and concerns	Mondays for para's Tuesday team leader Daily team time	Site Team Administration Staff	Site Team	<input type="checkbox"/>	
Monthly recognition of students for academic and social success, quarterly recognition assemblies and a variety of rewards that recognize student effort	August – December	Staff PTO Administration	All staff PTO	<input type="checkbox"/>	
Organize a variety of functions for all staff to communicate, socialize and interact.	Monthly	Staff Site Team Administration	All Staff PTO	<input type="checkbox"/>	
Create multiple opportunities for parents to be actively involved. Volunteer, PTO, Site team, Committees and ask parents to sign up to participate at SMS during registration and through PTO.	August 20th September- June	PTO Site Team SMS Staff SMS parents	Site team PTO	<input type="checkbox"/>	
Large variety of communication process for parents. SNN, Skyward, Website, Blogs, Phone message system, staff contacts and conferences	September-June	Administration SMS staff	Site Team	<input type="checkbox"/>	



<b>DISTRICT GOAL</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement. <b>Superintendent's Goal 5:</b> Leadership Development
<b>OBJECTIVE</b>	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

<b>STEVENS GOAL #3</b>	Based on a three year average (2012-2014) of CEE data in the area of Collaboration/Communication (staff 72%, parents 85%, students 64.3 %) and in collaborations with all Stevens Middle School community stakeholders (staff, parents, students, and community) we will increase the CEE data with a minimum of 5% in each of the stated areas as measured by the 2015-16 CEE data.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes    Comments	
Staff will review, revise and agree to honor the Site Based Decision Making Document /Process. Share with parents through PTO.	September 1. And used as our guide for the 2015-16 school year.	SMS staff Site Team	All staff and Site Team	<input type="checkbox"/>	
Work with district staff to enhance the building web site to meet communication needs viewed by parents regarding schedules, events, and news items.	October - June	Administration Site Team	Administration	<input type="checkbox"/>	
Core teams meet daily for 45 minutes to collaborate on curriculum, instruction, assessment, and social growth of students. Frequently, this time is also used to collaborate with parents.	September- June	Core Team SMS Staff	Site team Administration	<input type="checkbox"/>	
Site team, para educators, and departments will meet weekly with administration to collaborate on school issues, instructional improvement, and student support.	September-June	SMS Staff	Site Team Administration	<input type="checkbox"/>	

Core teams will provide bi weekly emails regarding curriculum, assessments and school events.	October - June	Site team Core teams	Site Team Administration	<input type="checkbox"/>	
Multiple opportunities for student collaboration with staff through class time, study skills and afterschool activities.	September-June	All Staff	Site Team	<input type="checkbox"/>	
Create multiple opportunities for parents to be actively involved. Volunteer, PTO, Site team, School events, committees and ask parents to sign up to participate at SMS during registration and through PTO.	September-June	PTO Site Team SMS staff SMS parents	Site Team PTO	<input type="checkbox"/>	
Coffee talk-parents five times a year to visit Stevens Middle School administrators over coffee to share thoughts, concerns and celebrations.	November - May	Administration	Administration Site Team	<input type="checkbox"/>	

**PART 6: STUDENT ATHLETIC AND ACTIVITY PARTICIPIATION (Suggested chart format)**

<b>STUDENT ATHLETIC AND ACTIVITY PARTICIPATION</b>			
<b>Activity</b>	<b>Number of Students</b>	<b>Athletics</b>	<b>Number of Students</b>
Tech Club	21	Cross Country	27
Honor Society	38	Volleyball	48
Yearbook	8	Football	79
Natural Helpers	42		
Mine Craft	26		

## PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

### STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

For the past 7 years Stevens has excelled in all areas compared to the state average on yearly assessments. Results of the Smarter Balance assessment and the Common Core for 2014-15 show a continuation of this trend. The foundation for this success is the block schedule in the core classes that allows for multiple remediation and enrichment opportunities during the 86 minute block periods, 45 minutes of daily team collaboration time, and the ability for the team of three teachers to share the same 85 students. In addition these teams become small learning communities in which students and staff build trust and respect for each other and the learning process. All subjects use on-going formative assessments to gauge student understanding before progressing to the next objective. This year MAP testing will also be used three times a year to measure student growth and assist in making curriculum and instructional adjustments. In addition, the teaming process and block schedule also allows teachers to divide students for tutorial and enrichment on a regular basis.

- Core teams and individual teachers continue to provide multiple remediation opportunities during the school day.
- Thursday School is available twice a month for students missing work, supervised by SMS staff.
- Homework Club is available on a voluntary basis for students before and after school Monday-Thursday from 3:15-4:15.
- Rotary will provide two paid tutors Tuesdays and Wednesday from 3:15- 4:30 through the Black Tie program.
- Two AmeriCorp staff will work with students during school and from 3:15- 4:15 Monday through Friday.
- Planners and study skills for all students.
- Lower Elwha tutors are available Monday – Friday 3:15-4:30 and provide transportation home for students.
- Parent/teacher conferences and Family Access allow teachers to communicate student needs and tutorial options with parents.
- The Honors / Gifted program is available to 7<sup>th</sup> and 8<sup>th</sup> grade students in math and language Arts who are identified as gifted or meet the scoring standard on the state assessments.
- The Jazz band program is available for gifted band students.
- Students have the opportunity to participate in the Washington State History program.

**PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY**

**SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY**

**Directions:** Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$750	Regional Math Conference	Two staff will attend and focus on common core standards, instructional techniques and Smarter Balance assessment information to assist our transition to the common core next fall.	<input type="checkbox"/>
\$2000	Regional Math and Language Arts meetings with other ESD schools.	Collaboration with other math and Language art teachers in the ESD area and lead by ESD staff five time during the year for common core transition.	<input type="checkbox"/>
\$2400	AWSP Leadership training for forty 8 <sup>th</sup> graders August 19 <sup>th</sup> an 20 <sup>th</sup> and Twenty-five 7 <sup>th</sup> graders in February.	Two staff members will attend each training but the real work is for the students. Increasing their skills as leaders and their ability to have an active part in the culture of the school.	<input type="checkbox"/>
\$1200	Regional Science conference	2 of the 6 science staff will attend the regional science conference to gather information on Next Generation Science and instructional techniques.	<input type="checkbox"/>
			<input type="checkbox"/>

**PART 9: EXECUTIVE SUMMARY**

## Executive Summary

**Directions:** Briefly summarize, in bulleted format, your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school. What are the foci for your school as seen by the teachers and students. What are the school's primary instructional focus, content focus, assessment focus, and community building focus.

**Instructional Focus:** The staff at Stevens Middle School will continue focus on the state eight criteria and how to implement each criterion to assist with improving their instructional practices, student engagement and academic achievement.

**Content Focus: Language Arts** will continue the implementation of the Holt McDougal Literature program increasing student's comprehension and writing skills while aligning with the common core standards. Special attention will be placed on increasing student vocabulary, writing skills in all three required formats and continuing to search for instructional materials to fill curriculum gaps.

**Math** will make small adjustments to the curriculum calendar based on 2014 SBAC data to extend instructional time for probability and reasoning units. In addition staff will continue to research and pilot materials that align with the Common Core standards.

**Science** will increase the frequency of application based instruction throughout the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum and continue the process for the transition to the Next Generation standards. Small refinements will be made to benchmark assessments to align with computerized state testing.

**Assessment Focus:** Language Arts and Math staff will use MAP assessments three times this year to compare with unit assessments and measure student growth. This information will also guide instructional adjustments throughout the year.

**Community Building Focus:** To improve the opportunities for community agencies to match their support with the needs of Stevens families and increase the communication process to all stake holders on the success and growth opportunities at Stevens

**PART 11: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	79%	84%		
Effective School Leadership	74%	87%		
High Standards & Expectations	60%	77%		
High Levels of Collaboration and Communication	68%	82%		
Supportive Learning Environment	83%	91%		
Frequent Monitoring of Teaching and Learning	60%	72%		
Focused Professional Development	57%	71%		
Curriculum, Instruction, and Assessment Aligned with Standards	74%	77%		
High Levels of Community & Parent Involvement	70%	80%		
Staff Willingness to Change	95%	100%		

**PART 11: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	91%	84%		
Effective School Leadership	91%	84%		
Frequent Monitoring of Teaching and Learning	83%	82%		
High Standards & Expectations	95%	91%		
High Levels of Collaboration and Communication	84%	83%		
High Levels of Community & Parent Involvement	84%	78%		
Supportive Learning Environment	87%	82%		



**PART 11: Appendices**

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2012	2013	2014	2015
Clear & Shared Focus	68%	72%		
Effective School Leadership	64%	71%		
Frequent Monitoring of Teaching and Learning	63%	66%		
High Standards & Expectations	85%	88%		
High Levels of Collaboration and Communication	63%	69%		
Supportive Learning Environment	65%	70%		

**PART 10: Sign-Off Sheet**

**SIGN-OFF SHEET**

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Chuck Lisk	
Teacher	Brooke Hendry	
Teacher	Rob Edwards	
Teacher	Darren Mills	
Teacher	Bruce Rothweiler	
Teacher	Scott Soule	
Teacher	Rodger Johnson	
Para Educator	Shelly Adams	
Parent	TBA	
ASB Presidents	Morgan Mitchell, Alex Hertzog	
Community member	George Rhodes, Boys and Girls club	
Assistant Superintendent	Dr. Gerald Gabbard	
Superintendent	Dr. Marc Jackson	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____