

STANWOOD-CAMANO SCHOOL DISTRICT

PORT SUSAN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 – 2022

ADDENDUM 2020-21



Leadership Team Members

Name	Position
Cherae Almanza	Principal
Crysty Auckland	Assistant Principal/Athletic Director
Jonathan Bletscher	Band/Choir
Emily Bowne	School Psychologist
Audrie Harrington	Language Arts/Leadership
Daniel McCrumb	Math/Science
Crystal Titus	Fitness

Collective Commitment

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano's children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Vision 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 includes the beliefs:

- 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 personal adult and peer interactions at school and within the community.

This school improvement plan describes Port Susan Middle School’s mission, improvement goals and action plan. Regular analysis of student achievement will document our progress towards our goals.

2019-2020 School Demographics

Group	Number of Student	% of Students	Group	Number of Students	% of Students
Enrollment (October)	515		Two or More Races	22	4.27%
American Indian/Alaskan Native	3	0.58%	English Language Learners	14	2.72%
Asian	11	2.14%	Homeless/McKinney Vento	14	2.72%
Black/African American	2	0.39%	Low Income	178	34.56%
Hispanic/Latino	57	11.07%	Section 504	40	7.77%
Native Hawaiian/Other Pacific Islander	3	0.58%	Students with Disabilities	65	12.62%
White	417	80.97%	Student Mobility	2	0.39%

Washington School Improvement Framework (WSIF)
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Due to the unprecedented times from March 2020 to the present. School Improvement goals and work had to continue in *Distance Learning* and *Hybrid* delivery models. If you were able to meet any of the goals set from last year, please explain:

No data was available for goals 1, 2, 3, 4, 5, 6, 7, and 8 based on being in a distance learning platform for March-June of 2020.

District:

Student Outcomes and Goals:

- (G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.
- (G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.
- (G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.
- (G4): Ninety five percent participation rate on state assessments.
- (G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.
- (G6): Ninety percent of all students and all subgroups graduating in four years by 2027.
- (G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.
- (G8): English Proficiency: Seventy-seven percent of EL students making annual progress by 2027.

Current School Data

Quarter 1 student survey

Assigned Coursework

- 70.6% of 6th grade students felt pretty confident that they can complete assigned school work.
- 72.1% of 7th grade students felt pretty confident that they can complete assigned school work.
- 84.6% of 8th grade students felt pretty confident that they can complete assigned school work.

Distance Learning Tools

- 88.4% of 6th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.
- 93.7% of 7th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.
- 98.1% of 8th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.

Student Equity Survey Results

- 84% of students feel comfortable reporting student-student racism to an adult in our school.
- 66% of students can identify an adult in our school with whom they feel comfortable discussing racial issues.

Current School Data Continued

2020-2021 Academics

6th Grade

	A	B	C	D	F	I
Term 1	498	180	98	43	65	36
Term 2	451	183	100	52	98	28
Semester 1	461	203	92	42	90	22

7th Grade

	A	B	C	D	F	I
Term 1	526	145	62	55	90	27
Term 2	463	124	74	45	175	29
Semester 1	488	140	71	55	128	28

8th Grade

	A	B	C	D	F	I
Term 1	561	150	83	52	92	20
Term 2	409	180	92	67	152	41
Semester 1	476	153	105	71	115	20

What does your data review indicate about learning loss by students during the pandemic and necessary action steps to transition back to in-person learning?

Based on our current data, it is clear that students are missing the structure and support of onsite learning. At this time, we do not have any indication of learning loss based on our data because it is not related to the learning standards at grade level. Most students are feeling confident to complete assigned work as well as in their ability to use the distance learning tools provided.

As we transition back to in person learning, we will continue to look to add to our onsite groups as well as offer additional supports virtually for students. Throughout this time, our support for social emotional needs of students is also a priority through virtual assemblies, student check ins, homework center, and advisory lessons using our Character Strong curriculum.

What are your interim goals and plans based on data?

Goal

To improve the level of student engagement in distance learning and transition to onsite instruction for all students. This includes connecting with all students through email, google meets, online instruction, onsite participation and/or work completion using the google classroom platform.

Action Plan

Action	Timeline	Leads	Resources
Weekly data collection based on Wednesday attendance. Individual emails to students and families.	Throughout the 2020-2021 school year.	Administration and Attendance Secretary	Printout of Wednesday attendance. Teachers having access to submit attendance for Wednesday based on work completion
Onsite opportunity for MENI (Mckinney Vento, English Learners, Non-Internet) students onsite for para support.	Throughout the 2020-2021 school year.	Paraeducators, School Psychologist, Counselors, Administration	Work with para schedule to continue to provide a safe onsite support option.

Technology support (distribute hot spots & chromebooks to families who need, I have a question link active daily)	Throughout the 2020-2021 school year	Administrators, Counselor, Secretaries	Feedback from survey for technology needs, communication with students not engaged in classes, google meet link
Support class for 6th-graders as an elective as well as a homework option for electives choice board	Starting 2nd semester of 2021, look at adapting and utilizing for 2021-2022 school year	Teachers, Admin, Counselor	Grades, feedback from teachers and parents for students who are struggling need additional support time

Goal

To provide all students with the opportunity to engage in social emotional connections throughout distance learning and the transition to onsite. This includes connecting with all students through daily check in form, morning announcements, student hours, homework support hours, resource student support, virtual assemblies, games/activities, lunch groups, as well as individual emails &/or phone calls to families.

Action Plan

Action	Timeline	Leads	Resources
Daily check in form	Throughout distance learning	Counselor	Link on all google classrooms, shared google sheet for check in by email
Morning announcements, virtual assemblies/games, grade level meetings, Character Strong advisory lessons, lunch group, clubs, and ASB rep meetings	Throughout 2020-2021 School Year	Administration, Certificated Staff, and Leadership Students	Google meets, online calendars, leadership meetings, google classroom invites, Character Strong resources
Student hours, consistent schedule online, weekly overview	Throughout distance learning and hybrid model	All Staff	Student schedule, office hours established, weekly parent/student communication (S'More)

Goal

To educate all students on racism and build equity awareness in order to create a safe environment for all students to feel accepted. This includes creating a safe place and manner for students to be willing to report and discuss racial issues at school to a staff member.

Action Plan

Action	Timeline	Leads	Resources
SCSD equity survey, student-initiated equity group "Chances", research, discussions, and reflections in administrator leadership meetings	2020-2021 school year	Administrators, Counselor	Survey feedback, cultures connecting, administrator team
Staff article/lesson for students on biased communication	2020-2021 school year	Administrators, Teachers, all Staff	Article, staff meeting time, lesson/script outlined

Goal

To provide all students with a consistent learning platform, focusing on the priority standards identified. Teachers will all use a weekly overview template with common drop and due dates for online classwork. In addition, collaboration opportunities for certificated staff throughout the year to maintain consistency with communication through additional meets, staff meetings, etc. Providing consistency with learning opportunities to support continual progress in learning throughout the year for all students.

Action Plan

Action	Timeline	Leads	Resources
Google classroom consistency (drop/due dates, weekly overview, naming conventions, organization, technology support)	Throughout 2020-2021 School Year *As students return to hybrid this model will continue to be followed so	Certificated Staff (Summer Committees), Administration/Secretaries/Counselors	Google classroom training, professional development, collaboration time

	students can be successful in their transition and allow for extra support on campus		
Modeling & practicing best practices consistency, engagement, and technology support during professional development and staff google classroom	Throughout 2020-2021 School Year	Administrators, Certificated Staff	Tech tips and training, professional development and collaboration time
Priority standards	Summer, mid-point check in, end of year evaluation	All department leads, certificated staff, district office support, administration	Standards document, identifying priority, ongoing check-in
Student support hours available four mornings a week, breakout rooms with paras and students to work with extra support during classes, teacher office hours on Wednesdays, and keeping students on a meet for extra support	Throughout the 2020-2021 school year	Teachers, Paras, Counselors, Administrators	Grades, teacher feedback, google meet links
Using online support to make up learning loss & meet students where they are, providing them an opportunity to engage academically	Spring and Summer 2021	Teachers, Counselors, Administration	Semester Grade reports, Teacher Input/Plan, iXL platform & assignment list

Goal

All safety protocols will be established and followed throughout the 2020-2021 school year. This will include safe walking paths, attestation stations, student protocols, classrooms set up for social distancing, small group cohorts, as well as all other recommendations set by our state health department for the safety of our staff and students. As students return to in person instruction, safety measures will continue to be communicated to all involved.

Action Plan

Action	Timeline	Leads	Resources
Small group cohorts	Onsite MENI groups throughout 2020-2021	School Psychologist, Paraeducators, Secretaries	Establish classrooms, schedule created, transportation schedule
School safety guidelines	Throughout 2020-2021 School Year	Administration, School Nurse, Staff	Written protocols & checklist, standard procedures, attestation paperwork
Furniture/restroom layout and structure	Throughout 2020-2021 School Year	Custodial Staff & Administration	Maximum capacity signs, cleaning supplies available, tables, chairs, desks to maximize spacing

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