

Port Angeles School District

Stevens Middle School



Continuous
School Improvement Plan
2011-12

October 24, 2011

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: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

Establish priority goals for improvement based on the district strategic plan.

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: 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 25.

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: TITLE I SCHOOL-WIDE PLAN SUMMARY

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

PART 9: 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 10: TECHNOLOGY SUMMARY

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by August 31, 2011.

The final plan is due to the superintendent by September 19, 2011. Schools will report progress on January 9, 2012, April 9, 2012, and finally for the year on June 25, 2012.

PART 12: 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 September 21, 2010.

PART 13: APPENDICES

VISION AND MISSION

Directions: Define your school’s vision. Vision is described as the single most important tool for leading your school. It captures your school’s collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: All Stevens Middle School students will reach high standards and graduate prepared with knowledge, skills, and abilities to choose a successful future.

Directions: Define your school’s mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization’s vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: Stevens Middle School creates and sustains learning communities that prepare each student to live, work, and learn successfully in a changing world.

Directions: Define your school’s beliefs. Beliefs are written statements that capture your school’s shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs: The Stevens Middle School Community believes in: A safe, supportive and collaborative work environment for staff and students. Rigorous curriculum that addresses the varied needs of individual learners. Active parent and community partnerships. The continuing development of the skills and practices of positive citizenship, including personal responsibility for one’s actions. Education that prepares students for success as life-long learners in an ever-changing, multicultural, and technical world. Accepting and celebrating the individuality, and technical world. Accepting and celebrating the individuality and efforts of all students while cooperatively seeking academic excellence.

DATA ANALYSIS

WASL/MSP DATA

Directions: Enter the scores on the READING and WRITING sections of the WASL/MSP.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 7: % of students at each level									
Level 1:	6.6%	1.5%	4.4%	7.2%	9.6%	4.8%	4.0%	9.3%	4.0%
Level 2:	13.8%	19.0%	28.0%	20.6%	25.4%	26.6%	22.0%	26.2%	22.0%
Level 3:	27.6%	29.9%	35.7%	29.6%	31.4%	32.8%	37.0%	36.1%	37.0%
Level 4:	48.0%	43.8%	30.8%	36.1%	31.0%	35.2%	38.0%	25.5%	38.0%
WASL/MSP Reading 7: % Meeting Standard:	75.6%	75.9%	66.5%	71.1%	64.7%	67.9%	75%	64.2%	75%
% Not Meeting Standard:	20.4%	24.1%	33.5%	28.9%	35.3%	32.1%	25%	35.8%	25%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Writing 7: % of students at each skill									
Conventions:	75.3%	89.2%	80.1%	88.6%	88.4%	90.2%	92.0%	87.9%	92.2%
Content, Organization, and Style:	72.0%	67.7%	64.1%	70%	74.7%	84.2%	86.0%	82.2%	86.0%
WASL/MSP Writing 7: % Meeting Standard:	65.8%	73.3%	65.6%	77.5%	73.4%	83.1%	86.0%	84.8%	88.0%
% Not Meeting Standard:	29.1%	26.7%	34.4%	22.5%	26.6%	26.9%	24.0%	15.2%	22%

WASL/MSP DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL/MSP.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 7:									
% of students at each level									
Level 1:	22.7%	20.1%	23.8%	21.6%	20.1%	12.0%	8.0%	10.6%	8.0%
Level 2:	21.6%	20.1%	23.2%	15.8%	15.5%	13.7%	13.0%	16.3%	17.0%
Level 3:	27.3%	27.6%	25.4%	31.9%	25.1%	45.5%	49.0%	37.9%	40.0%
Level 4:	24.2%	27.6%	27.6%	28.9%	37.6%	27.4%	29.0%	32.2%	35%
WASL/MSP Math 7:									
% Meeting Standard:	51.5%	55.2%	53.0%	61.9%	64.0%	74.0%	78.0%	72.8%	80.0%
% Not Meeting Standard:	44.3%	44.8%	47.0%	38.1%	36.0%	26.0%	22.0%	27.2%	20.0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Science									
8:									
% of students at each level									
Level 1:	15.0%	18.3%	14.6%	17.5%	8.3%	6.4%	5.0%	3.4%	3.0%
Level 2:	35.5%	24.3%	23.8%	19.9%	13.6%	10.7%	10.0%	8.2%	11.0%
Level 3:	33.0%	36.6%	37.7%	38.3%	43.2%	44.5%	48.0%	32.1%	33.0%
Level 3:	13.1%	18.8%	20.5%	21.1%	28.0%	35.8%	37.0%	52.2%	53.0%
WASL/MSP Science									
8:									
% Meeting Standard:	46.1%	56.4%	58.3%	61.1%	75.0%	82.9%	85.0%	88.4%	90.0%
% Not Meeting Standard:	48.5%	43.6%	41.7%	38.9%	25.0%	17.1%	15.0%	11.6%	10.0%

PART 2: DATA ANALYSIS

Directions: Enter the scores on the READING and MATH sections of the WASL/MSP.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Reading 8: % of students at each level									5.0%
Level 1:		3.0%	7.9%	7.1%	6.4%	8.3%	5.0%	7.8%	
Level 2:		20.8%	27.0%	19%	11.3%	14.3%	10.0%	13.2%	10.0%
Level 3:		44.2%	28.9%	33%	27.8%	25.6%	32.0%	22%	32.0%
Level 4:		28.9%	32.9%	36.6%	47.7%	51.2%	53.0%	52.9%	53.0%
WASL/MSP Reading 8: % Meeting Standard:		75.1%	61.8%	71.7%	80.1%	76.7%	85.0%	78%	85.0%
% Not Meeting Standard:		24.9%	38.2%	28.3%	19.9%	23.3%	15.0%	22%	15.0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/MSP Math 8: % of students at each level									
Level 1:		22.3%	23.8%	19%	17.0%	15.6%	11.0%	12.9%	9.0%
Level 2:		22.3%	27.8%	19.6%	18.1%	18.9%	19.0%	17.6%	16%
Level 3:		35.2%	22.5%	32.8%	32.8%	43.9%	47.0%	34.6%	40.0%
Level 4:		18.7%	22.5%	26.5%	27.2%	20.9%	23.0%	32.5%	35.0%
WASL/MSP Math 8: % Meeting Standard:		53.9%	45.0%	59.6%	62.3%	64.8%	70.0%	69.5%	75.0%
% Not Meeting Standard:		46.1%	55.0%	40.4%	37.7%	35.2%	30.0%	30.5%	25.0%

Algebra End of Course (EOC) data, [97% meeting standard] will be reported as strength on page 21.

WASL/MSP READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 7	Reading Literary Text 65.1%			Reading Informational Text 55.4%		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	64.4%	62.2%	52.2%	57.8%	53.9%	71.7%
2008	60.6%	60.6%	53.3%	65.7%	46%	59.5%
2009	69.9%	66.3%	65.6%	*	*	*
2010	63.8%	64.1%	72.1%	*	*	*
2011 Exp	73%	70%	70%	*	*	
2011	50.7%	60.1%	57.9%			
2012 Exp	70%	70%	70%			

Instructional Implications (including reference to applicable Action Plan): Overall the 7th grade reading score was 4.2% points above the state average. However this was a 3.7 decrease over the previous year with significant declines in all three strand areas. Staff will focus on the use of the new Holt McDougal literature program with increased use of assessments and remediation opportunities. In addition staff members have participated in the ESD RTI training in August and are reviewing reciprocal teaching techniques to target comprehension skills. Special education staff are located in the mainstream classrooms two blocks a day to provide support, targeted assistance & instruction. Staff will follow the CQI process with frequent enrichment and tutorial opportunities to the diverse needs of all students. Wednesday department time will be used to share instructional strategies, review student work and assessments in order to guide instruction and provide student effective feedback on a regular basis.

WASL/MSP READING ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 8	Reading Literary Text 75.9%			Reading Informational Text 80.3%		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	64.6%	68.0%	77.6%	66.0%	62.6%	68.0%
2008	70.2%	71.7%	69%	70.5%	69.3%	55.9%
2009	75.1%	78.9%	83.5%	*	*	*
2010	68.1%	69.1%	68.5%	*	*	*
2011 Exp	79%	83%	86%	*	*	*
2011	85%	69.7%	65.3%			
2012 Exp	88%	75%	75%			

Instructional Implications (including reference to applicable Action Plan): 8th grade reading scores increased slightly but remain 10% points above the state average. The 17 point increase in comprehension was significant however Critical Thinking and Analyze/Interpret strands remained the same. Staff will focus on the use of the new Holt McDougal literature program with increased use of assessments and remediation opportunities. They will continue their efforts to improve vocabulary with the strategies in Building Intentional Vocabulary, coupled with the academic vocabulary embedded in the new curriculum. Teachers will continue to follow the CQI process with frequent enrichment and tutorial opportunities, matching the diverse needs of all students. Wednesday department time will be used to share instructional strategies, review student work and assessments in order to guide instruction and provide student effective feedback on a regular basis.

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 7	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	60.2%	42.0%	55.2%	69.1%	64.1%	54.1%	53.6%	57.5%
2008	60.5%	66.4%	70.5%	66.8%	69.4%	54.2%	50.2%	63.5%
2009	66.4%	*	*	*	*	61.7%	*	*
2010	76.4%	73.1%	73.1%	68.35	76.4%	71.6%	*	*
2011 Exp	78%	75%	75%	70%	78%	72%	*	*
2011	80.4%	72.5%	72.5%	67.1%	80.4%	71.8%		
2012 Exp	85%	75%	75%	75%	85%	75%		

Instructional Implications (including reference to applicable Action Plan): Significant growth occurred in both Number Sense and Algebraic Sense. 7th grade scores remain 15.9% pts. above the state even though we decreased by 1.2% pts. Staff will continue to assess for benchmark understanding, utilizing the CQI process for remediation and re-teaching as needed. Students with a diagnosed math disability will access grade level curriculum through specially designed instruction in a supported general education classroom or utilizing differentiated instructional materials in a resource room designed to prepare students for necessary concept mastery. 90% of the 7th grade will be in pre algebra this year.

WASL/MSP MATHEMATICS ACHIEVEMENT PROFILE

**NOTE: Beginning in 2009 there are only two scores in Math: "Content" and "Process"*

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 8	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	53.4%	49.3%	65.1%	52.7%	42.5%	50.0%	63.7%	67.8%
2008	59.5%	70.2%	50%	66%	73%	53.4%	64.4%	62.3%
2009	68.5%	*	*	*	*	62.5%	*	*
2010	64.6%	59.5%	59.5%	51.5%	64.6%	51.5	*	*
2011 Exp	72.0%	62.0%	62.0%	55.0%	72.0%	70.0%	*	*
2011	72.5%	71.1%	71.1%	69.2%	72.5%	69.6%		
2012 Exp	77%	75%	75%	75%	77%	75%		

Instructional Implications (including reference to applicable Action Plan): Significant growth in all strand areas. 8th grade increased by 4.7% pts. and is currently 19.2% pts. above the state average. 126 students took the end of course exam for algebra with 97% reaching the state standard. This year over 200 students will be taking the EOC exam. Staff will continue to assess for benchmark understanding, utilizing the CQI process for remediation and re-teaching as needed. Students with a diagnosed math disability will access grade level curriculum through specially designed instruction in a supported general education classroom or utilizing differentiated instructional materials in a resource room designed to prepare students for basic algebraic skills.

WASL/MSP SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 8	Science Content				
	Systems	Inquiry	Application	Domains of Sci	
<i>2007 – State</i>	0.0%	0.0%	44.8%		
2007 – Stevens	54.1%	63.0%	65.8%		
<i>2008 – State</i>	44.6%	50.8%	50.3%		
2008 – Stevens	58.1%	59.6%	54.4%		
2009-- State	51.7%	53.4%	51.5%		
2009--Stevens	75.5%	82.4%	72.5%		
2010-State	43.8%	52.3%	61.1%		
2010 – Stevens	70.8%	80.4%	76.9%		
2011 - State	48.5%	46.2.0%	54.6.0%	59.7%	
2011 – Stevens	75.3%	64%	77.8%	84.7%	
2012 Exp.	77%	83%	84%	87%	

Instructional Implications (including reference to applicable Action Plan): 14.2% pts higher than the state average. Integration of all special education students that take the MSP proves highly beneficial and on-going support will be provided for those teachers. Unit assessments will align with the state standards and the CQI process will be utilized as needed for remediation. Curriculum will continue to center on inquiry based instruction. Quarterly peer observations and feedback will enhance the instructional skills for all science staff. Focus on effective feedback to students should assist at maintaining our success in science.

PART 2: DATA ANALYSIS



WASL/MSP GENDER DISAGGREGATION DATA

Directions:

Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 7 READING							GRADE 7 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	55%	68.8 %	57.0%	66.7%	75%	59.4%	75%	44.7%	61.7%	59.6%	72.1%	78%	72.1%	80%
Female	78.2 %	73.7 %	72.4%	69.2%	75%	70.1%	75%	62.1%	62.1%	68.4%	75.9%	78%	73.5%	80%

GENDER	GRADE 7 WRITING							GRADE 8 SCIENCE						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	55.8%	66.0 %	60.3%	77.9%	86%	78%	88%	60.3%	63.7%	77.7%	83.3%	85%	85.2%	90%
Female	76.1%	90.2 %	86.3%	88.3%	86%	93.2%	88%	56.4%	58.5%	72.4%	82.6%	85%	91.4%	94%

GENDER	GRADE 8 READING							GRADE 8 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	60.3 %	67.5 %	78.6%	67.8%	85%	71.8%	85%	50.7%	58.1%	64.6%	60.5%	70%	69%	75%
Female	63.3 %	76.0 %	81.5%	85.9%	85%	83.7%	85%	39.7%	61.2%	60.0%	69.1%	70%	69.9%	75%

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING					MATH						
	2011			2012		2011			2012			
GRADE 7	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Neces- sary Head- count	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Head- count
All students	309	75%		272	90%	245	309	78%	241	272	85%	231
American Indian	32	75%		13	90%	12	32	78%	24	13	85%	11
Asian/Pacific Islander	7	75%	n<10	2	90%	n<10	7	78%	n<10	2	85%	n<10
Black	6	75%	n<10	1	90%	n<10	6	78%	n<10	1	85%	n<10
Hispanic	8	75%	n<10	7	90%	n<10	8	78%	n<10	7	85%	n<10
White	250	75%	66.5	221	90%	199	250	78%	195	221	85%	188
Male	173	75%	59%	122	90%	110	173	78%	134	122	85%	104
Female	136	75%	70.1%	150	90%	135	136	78%	106	150	85%	127
Disabled	41	75%	26.3%	35	90%	31	41	78%	31	35	85%	30
LEP	2	75%	n<10	2	90%	n<10	2	78%	n<10	2	85%	n<10
Low SES	152	75%	53.6%	129	90%	116	152	78%	118	129	85%	110

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2011			2012			2011			2012		
GRADE 8	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	305	85%	259	267	90%	240	305	70%	231	267	85%	227
American Indian	31	85%	26	13	90%	12	31	70%	21	13	85%	11
Asian/Pacific Islander	11	85%	9	4	90%	n<10	11	70%	7	4	85%	n<10
Black	5	85%	n<10	2	90%	n<10	5	70%	n<10	2	85%	n<10
Hispanic	9	85%	n<10	4	90%	n<10	9	70%	n<10	4	85%	n<10
White	244	85%	207	225	90%	202	244	70%	170	225	85%	191
Male	149	85%	126	137	90%	123	149	70%	104	137	85%	116
Female	156	85%	132	130	90%	117	156	70%	109	130	85%	110
Disabled	33	85%	2823	41	90%	37	33	70%	23	41	85%	35
LEP	3	85%	n<10	2	90%	n<10	3	70%	n<10	2	85%	n<10
Low SES	161	85%	136	154	90%	139	161	70%	112	154	85%	131

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009	2010	2011 Exp	2011	2012 Exp		2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	61%	80%	76%	80%		90%	Frequent Monitoring of Teaching and Learning	60%	65%	60%	80%		80%
Effective School Leadership	61%	80%	79%	80%		80%	Focused Professional Development	34%	50%	47%	75%		75%
High Standards & Expectations	46%	60%	52%	70%		70%	Curric., Instruct., and Assess. Aligned with Standards	45%	69%	71%	90%		90%
High Levels of Collaboration and Communication	37%	59%	54%	70%		70%	High Levels of Community & Parent Involvement	42%	63%	57%	70%		70%
Supportive Learning Environment	64%	78%	70%	80%		80%	Staff Willingness to Change	48%	76%	75%	80%		80%

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	67%	64%	68%	75%		75%	Frequent Monitoring of Teaching and Learning	68%	73%	63%	75%		75%
Effective School Leadership	77%	65%	70%	80%		80%	Focused Professional Development	64%	80%	*	*		
High Standards & Expectations	92%	85%	81%	90%		90%	Curric., Instruct., and Assess. Aligned with Standards	72%	90%	*	*		
High Levels of Collaboration and Communication	73%	65%	74%	80%		80%	High Levels of Community & Parent Involvement	72%	77%	74%	80%		80%
Supportive Learning Environment	72%	66%	81%	85%		85%	Staff Willingness to Change	60%	75%	*	*		75%

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009	2010	2011 Exp	2011	2012 Exp	Category	2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	70%	74%	77%	85%		85%	Frequent Monitoring of Teaching and Learning	56%	62%	63%	65%		65%
Effective School Leadership	54%	58%	60%	70%		70%	Focused Professional Development	❖	❖	❖	❖		
High Standards & Expectations	79%	84%	83%	90%		90%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖		
High Levels of Collaboration and Communication	55%	58%	61%	65%		65%	High Levels of Community & Parent Involvement	❖	❖	❖	❖		
Supportive Learning Environment	61%	62%	65%	70%		70%	Staff Willingness to Change	❖	❖	❖	❖		

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results 2010-11					Expected Results for 2011-12				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall ARI Number Administered	Fall ARI Average Reading Level	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Reading Level	District Benchmark
	7		74	29.7%	63.8%	7				
	8		79	31.6%	68.8%	8				
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Writing				Science	Writing				Science
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	7	32.8%	66%	*	65%	7				
	8	*	65.5%	68.8%	69%	8				
Classroom-Based Assessments (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Math	Classroom-Based Assessment				Math
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	7	82%	83%	72%	58%	7				
	8	94%	91%	76%	62%	8				

PART 2: DATA ANALYSIS

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2010-11(EOY)						Internal Assessment Results for 2011-12 (YTD)							
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
7	240	93.31	64			4	7						
8	275	92.62	70	3	3	26	8						

Instructional Implications (including reference to applicable Action Plan): With staff approval and recommendation of the Discipline committee Stevens will be starting the Honor level system, a computer based system that tracks student behavior and recognizes students for making good choices. It also will assist in holding accountable repeat offenders for poor discipline choices. Daily attendance remains high but we will use the intervention specialist to check in daily with students who have a past history of attendance or tardy issues. A small number of students account for a very large percentage of the unexcused absences, with daily parent contact by the school.

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary										
Attendance Report	Percent of students present per day (2010-11).	7 th grade 93.31% 8 th grade 92.62%										
Unexcused Absences	Total number of absences not excused (2010-11)	7 th grade 240 8 th grade 275										
Discipline Report	Summary of discipline activity for the building (2010-11).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Drugs/Alcohol: 23</td> <td style="width: 50%;">Court Petitions: 30</td> </tr> <tr> <td>Tobacco: 2</td> <td>Expulsions: 0</td> </tr> <tr> <td>Weapons: 4</td> <td>Short-term Suspensions: 134</td> </tr> <tr> <td>Fighting/Assaults: 30</td> <td>Long-term Suspensions: 3</td> </tr> </table>	Drugs/Alcohol: 23	Court Petitions: 30	Tobacco: 2	Expulsions: 0	Weapons: 4	Short-term Suspensions: 134	Fighting/Assaults: 30	Long-term Suspensions: 3		
Drugs/Alcohol: 23	Court Petitions: 30											
Tobacco: 2	Expulsions: 0											
Weapons: 4	Short-term Suspensions: 134											
Fighting/Assaults: 30	Long-term Suspensions: 3											
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-11).	49.3%										
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Males: 321</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>Females: 289</td> <td></td> <td style="text-align: right;">total students 610</td> </tr> </table>	Males: 321			Females: 289		total students 610				
Males: 321												
Females: 289		total students 610										
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">American Indian or Alaskan Native:</td> <td style="width: 30%;">4.8%</td> </tr> <tr> <td>Asian or Pacific Islander:</td> <td>1.3%</td> </tr> <tr> <td>Black:</td> <td>.8%</td> </tr> <tr> <td>Hispanic:</td> <td>4.6%</td> </tr> <tr> <td>White:</td> <td>78.7%</td> </tr> </table>	American Indian or Alaskan Native:	4.8%	Asian or Pacific Islander:	1.3%	Black:	.8%	Hispanic:	4.6%	White:	78.7%
American Indian or Alaskan Native:	4.8%											
Asian or Pacific Islander:	1.3%											
Black:	.8%											
Hispanic:	4.6%											
White:	78.7%											
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 OSPI School Report Card	0										
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2010-11 OSPI School Report Card											
Staff Report	Staff demographic data as reported in the 2010-11 OSPI School Report Card	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Headcount: 34</td> <td style="width: 50%;">Average Years of Exp: 23.3</td> </tr> <tr> <td>Overall Ratio:</td> <td>Percent ≥ a Master’s Degree: 85.3</td> </tr> </table>	Headcount: 34	Average Years of Exp: 23.3	Overall Ratio:	Percent ≥ a Master’s Degree: 85.3						
Headcount: 34	Average Years of Exp: 23.3											
Overall Ratio:	Percent ≥ a Master’s Degree: 85.3											

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"> • SMS was recognized by OSPI as one of 20 middle schools demonstrating high academic achievement in all curriculum areas and one of only two middle schools recognized for science. • All grade levels and subjects scored above the state average, ranging from 7.8% to 19.2% points above the state. • 126 eighth graders took the EOC for algebra and 97% meet the state standard. • 52% of the 8th graders are at level 4 in reading and science with only 3.4% at level 1 in science and 7.8% in reading. • 74.2% of 8th grade special education students met the state standard in science and excelled in math and reading. In addition 7th grade special ed. students excelled in math and writing. • Significant improvement was achieved in all 8th grade math strands • Basically no gaps between boys and girls in 7th or 8th grade math or 8th grade science and reading. • Native American and low income students scored above the state average for Native students and low income students in all grades and subjects. • Placing a large number of students in classes with higher expectations and support is having a positive effect. 	<ul style="list-style-type: none"> • Did not make AYP for 7th grade reading for all students, white students, special education or low income. • Significant decrease in all strand areas for 7th grade reading, especially comprehension and critical thinking. • 10.6% in 7th grade and 12.9% in 8th grade math scored at level one. • 8th grade reading decrease in analyze/interpret and critical thinking strands. • Native American students scores decreased in all subjects in 7th grade and in reading and science for 8th grade. • Math is above AYP and the state average for core students but continues to be an area for improvement these scores will not make AYP next year. • CEE data indicates only 11% of the staff believe there is effective district to school communication. • CEE data indicates 47% of staff feels there is focused professional development at Stevens.

STRATEGIC GOALS FOR 2011-12

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

GOAL	
GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
GOAL 5	Community: 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.

STRATEGIC OBJECTIVES FOR 2011-12

Directions: Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
Objective 1.1	Create a culture of trust among staff, students, and community.
Objective 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
Objective 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
Objective 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

PART 5: STRATEGIC OBJECTIVES

Objective 2.2	All students will receive the necessary support to successfully matriculate through the system.
Objective 2.3	Reinstate all day kindergarten as soon as fiscally sustainable.
Objective 3.1	Create a more efficient and equitable resource distribution system.
Objective 3.2	Create an infrastructure that supports student learning.
Objective 4.1	Create a data-driven adaptable education system.
Objective 5.1	Leverage community resources and expertise to further the education of all students.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

ACTION PLAN

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE 1.1	Create a culture of trust among staff, students, and community.

DATA ANALYSIS	CEE indicates 80% of staff , 74% of parent,61% of students believe there is effective school leadership. 54% of staff 74% of students and 61% of parents believe there are high levels of collaboration and communication. 31% of staff believe collaboration between district and schools is based upon trust and respect.				
STRATEGY	Provide multiple opportunities for staff, students and parents to be actively involved in the education process. Work to improve school staff and district relationships				
EVIDENCE OF ACHIEVEMENT	CEE indicators of 85% or better in the targeted areas above.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff will review, revise and agree to honor the Site Based Decision Making Document /Process.	August 30 th . And used as our guide for the 2011 – 12 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 30 th and used on a regular basis for the 2011 – 12 school year.	SMS staff Site Team	All staff and Site Team	<input type="checkbox"/>	
Create multiple opportunities for parents to be actively involved. Volunteer, PTO, Site team, Committees and ask parents for their ideas through a survey during parent teacher conf.	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.	September-November	Administration SMS staff	Site Team	<input type="checkbox"/>	
Multiple opportunities for student collaboration w/ staff, increase leadership opportunities, staff work for be fair and consistent with all students	September- June	All Staff	Site Team	<input type="checkbox"/>	

ACTION PLAN

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

DATA ANALYSIS	CEE data indicates 54% of staff 74% of students and 61% of parents believe there are high levels of collaboration and communication. 65% believe we talk about how to solve problems. 11% believe there is effective, 2 way communication between the district and our school.				
STRATEGY	Increase communication for all stake holder and ensure that all are involved in the decision making process.				
EVIDENCE OF ACHIEVEMENT	CEE data of 85% in all indicators above.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Staff will review, revise and agree to honor the Site Based Decision Making Document /Process.	August 30 th . And used as our guide for the 2011 – 12 school year.	SMS staff Site Team	All staff and Site Team	<input type="checkbox"/>	
Multiple opportunities for parents to be involved in decision making . PTO, Site team, One on one, event planning.	September- June	PTO Site Team SMS Staff SMS parents	Site team PTO	<input type="checkbox"/>	
Increase the variety of communication process for parents. SNS, Skyward, Website, Blogs, Phone message system, local media, surveys.	September-December	Administration SMS staff	Site Team	<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

PART 6: ACTION PLANS

ACTION PLAN

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.

DATA ANALYSIS	Approximately 70% of the students were involved in one or more extracurricular activity in 2010-11				
STRATEGY	Develop a method of tracking. Work with students and staff to increase opportunities for students.				
EVIDENCE OF ACHIEVEMENT	Tracking system will indicate progress and provide baseline data for 2011-12 school year.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop a method of tracking the participation of students in extracurricular activities.	September	Administration	CSB School board SMS staff & parents.	<input type="checkbox"/>	
Survey fall sport/club/music participation to determine a baseline for 2011.	October 15 th	Administration SMS Staff	Site Team PTO	<input type="checkbox"/>	
Work with parents, ASB, Leadership class, Honor Society and Natural Helpers to brainstorm and develop extracurr. opportunities for students.	October 15 th through March 2012	Staff Students Parents	Site Team Schoolboard	<input type="checkbox"/>	
Increase the opportunities for community agencies to provide activities for students at SMS.	October - May	Administration PTO	Site Team	<input type="checkbox"/>	
Solicit community volunteers who could provide club activities for students at SMS	October - July	Administration	Site Team PTO		

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	7th, & 8th reading above state avg. 7th gr. 3.7% pt. decrease. 8th grade 1.3%pts. increase. Large gap girls > boys, Native students < non native, Low income < non low income.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	MSP Scores: 7th grade 80%, 8th grade 90% and close gaps.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2011 MSP data, adjust the calendar & CQI model for 2011-12 and align 6-9 curriculum map.	Aug. 29, 30 Wed late starts.	Language Arts Staff	Administration	<input type="checkbox"/>	
Organize and implement new literature curriculum with assessments, remediation, and enrichment to meet student instructional needs. Multiple opportunities for department planning.	Aug 25 th , 29, 30 Wed. late starts, team planning and one day per qtr. as needed.	Language Arts Staff	Administration	<input type="checkbox"/>	
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para & staff assist. for Title, 504.	Sept. 2011 student's placement will vary with needs.	Special Ed. and Language Arts, and Title Staff	Team Leaders, Administration	<input type="checkbox"/>	
Quarterly peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed.	Once per quarter	Language Arts teachers	Language Arts teachers Administration	<input type="checkbox"/>	
Review student work samples (high, low, bubble) and lesson plans for focus topics among LA staff during Wed. department time.	Oct. and once every eight weeks during Department time.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	7th grade writing MSP above state, increase 1.7% pts. Large gap between boys < girls, lower income and non low and Native students and other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction. Increase the amount writing with specific feedback. Use writing materials in the new Literature program.				
EVIDENCE OF ACHIEVEMENT	MSP scores: 7th grade 88%%. Less than 10% pts. gap for all groups.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2011 MSP data, adjust the calendar & CQI model for 2011-12 and align 6-9 curriculum map.	Aug. 29, 30 Wed late starts.	Language Arts Staff	Administration	<input type="checkbox"/>	
Organize and implement new literature curriculum with assessments, remediation, and enrichment to meet student instructional needs. Multiple opportunities for department planning.	Aug 25 th , 29, 30 Wed. late starts, team planning and one day per qtr. as needed.	Language Arts Staff	Administration	<input type="checkbox"/>	
Focus use of <i>Step Up to Writing</i> , <i>Six trait</i> and <i>Common Core</i> for struggling writers.	Wed late starts an emphasis on Step up to Writing starting in Oct.	Language Arts Staff	Administration, Language Arts Staff	<input type="checkbox"/>	
Quarterly peer observations for collaboration to gain ideas for methodology and content for observers and provide feedback for observed.	Once per quarter	Language Arts teachers	Language Arts teachers Administration	<input type="checkbox"/>	
Review student work samples (high, low, bubble) and lesson plans for focus topics among LA staff during Wed. Dept. time.	Oct. and once every eight weeks during Department time.	Language Arts staff	Administration and teal leader	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	8th grade math MSP scores + 4.7 pts. 7th gr. decreased 1.2%pts. No gap between boys and girls. Large gap between lower income and non lower income and Native students and other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction increase hands on math opportunities for students. Increase the number of students taking advanced math.				
EVIDENCE OF ACHIEVEMENT	MSP scores will increase by at least AYP. Goal: 75% 8th grade, and 80% of the 7th grade students will meet the state standard. Close gaps by at least 5% pts. in all categories.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2011 MSP data, adjust the calendar & CQI model for 2011-12 and align 6-9 curriculum map.	Aug. 29, 30 Wed late starts.	Language Arts Staff	Administration	<input type="checkbox"/>	
Increase the number of sections for 7 th gr. pre-algebra targeting 90% of the 7 th grade and differentiate instruction to meet student needs.	Create sections Sept. Sept. – June for instruction	Math department and Administration	Math department and administration	<input type="checkbox"/>	
Peer observations each quarter to provide feedback, observe instructional strategies and use of math methods, especially hands-on.	October – April	Math staff	Math staff, Administration	<input type="checkbox"/>	
Create 1 math section 30 7 th graders 30 8 th gr. who barely missed standard on the MSP and work in class. Provide targeted instruction.	August – Sept. Identify students.	Counselor, Math staff and elementary teachers	Administration and Team Leaders	<input type="checkbox"/>	
Increase use of SRA math / algebra materials for non mainstreamed special education students.	Sept- June	Special education math staff.	Math department and Special ed. staff	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	MSP science data indicates a 5.5%pt. increase in students meeting standard, 26.9% pts higher than the state. No gap boys = girls; Low income to non low income . Native students -26 pts. from building score.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores will indicate growth by at least AYP. 90% will meet standard and close gaps by 5 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review, organize and prioritize 2011 MSP data, adjust the calendar & CQI model for 2011-12.	Aug. 29, 30 Wed late starts.	Language Arts Staff	Administration	<input type="checkbox"/>	
Revision of assessments and templates to align with state MSP and provide clear examples for students to practice.	Wednesday department meetings	Science Teams	Administration and Asst. Superintendent	<input type="checkbox"/>	
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sep. 2011 – June, 2012	Science, Special Education, AmeriCorps Staff, Native American Interv.	Team Leaders, Administration	<input type="checkbox"/>	
Create 1 sections of science 30 7 th graders 30 8 th grade who barely missed standard on the WASL and work in class. Provide targeted instruction.	Aug– Sept. Identify students.	Counselor, Science staff and elementary teachers	Administration and Team Leaders	<input type="checkbox"/>	
Peer observations each quarter to provide feedback, observe, instructional methods and use of science materials.	Oct – Apr 2011	Science Staff	Team leaders, Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.2	All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	7th, & 8 th reading above state avg. 7th gr. 3.7% pt. decrease. 8th grade 1.3%pts. increase large gap girls > boys, Native students < non native, Low income < non low income.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	MSP Scores: 7th grade 80%, 8th grade 90% and close gaps.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Tutoring available afterschool 3:15 – 4:15 daily with para ed. 3:15 – 6:00 on Thursdays with a teacher and small groups with AmeriCorps staff.	Sept. - June	Teaching staff, Para Educators, Americorp staff.	Administration	<input type="checkbox"/>	
Remediation time established after each assessment to re-teach reading strategies for students not meeting standard. ELT. Flex, or in class.	Sept. 2011 – and following each assessment	Language Arts Teachers	Language Arts Staff, Administration	<input type="checkbox"/>	
Special ed staff work with individual and small groups in the mainstream language arts classroom	Sept. - June	Science staff Special Ed. staff Administration	Administration and Instructional staff.	<input type="checkbox"/>	
Creation of Lang. Arts 1 section 30 7 th graders 30 8 th who barely missed standard on the MSP and work in class. Provide targeted instruction.	August – Sept. Identify students.	Counselor, Lang. Arts staff and elementary teachers	Administration and Team Leaders	<input type="checkbox"/>	
Increase the effectiveness of feedback to students on their progress, areas of strength and areas to improve on.	Sept. 2011	Language Arts Staff	Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.2	All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	7th grade writing MSP above state, increase 1.7% pts. Large gap between boys < girls, lower income and non low and Native students and other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction. Increase the amount writing with specific feedback. Use writing materials in the new Literature program.				
EVIDENCE OF ACHIEVEMENT	MSP scores: 7th grade 88%%. Less than 10% pts. gap for all groups.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Special ed staff work with individual and small groups in the mainstream language arts classroom	Sept. - June	Science staff Special Ed. staff Administration	Administration and Instructional staff.	<input type="checkbox"/>	
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sept. 2011. These programs change w/ student success or needs.	Special Education, Language Arts Staff	Team Leaders, Administration	<input type="checkbox"/>	
Create 1 Lang. Arts sections 30 7 th grader 30 8 th gr. who barely missed standard on the WASL and work in class. Provide targeted instruction.	Aug. – Sept. Identify students.	Counselor, Language Arts staff and elementary teachers	Administration and Team Leaders	<input type="checkbox"/>	
Tutoring available afterschool 3:15 – 4:15 daily with para ed. 3:15 – 6:00 on Thursdays with a teacher and small groups with Americorp staff.	Sept. - June	Teaching staff, Para Educators, Americorp staff.	Administration	<input type="checkbox"/>	
Increase the effectiveness of feedback to students on their progress, areas of strength and areas to improve on.	Sept. 2011	Language Arts Staff	Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.2	All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	8th grade math MSP scores + 4.7 pts. 7th gr. decreased 1.2%pts. No gap between boys and girls. Large gap between lower income and non lower income and Native students and other students.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction increase hands on math opportunities for students. Increase the number of students taking advanced math.				
EVIDENCE OF ACHIEVEMENT	MSP scores will increase by at least AYP. Goal: 75% 8th grade, and 80% of the 7th grade students will meet the state standard. Close gaps by at least 5% pts. in all categories.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Review, organize and prioritize 2011 MSP data, adjust the calendar & CQI model for 2011-12 and align 6-9 curriculum map.	Aug. 30, 31 Wed late starts.	Language Arts Staff	Administration	<input type="checkbox"/>	
Inclusion model for majority of IEP students with Special Ed. classroom support along with AmeriCorps, para-ed assistance for Title, 504.	Sept. 2011. These programs change w/ student success or needs.	Special Education, Language Arts Staff	Team Leaders, Administration	<input type="checkbox"/>	
Remediation time established after each assessment to re-teach math strategies for students not meeting standard. ELT. Flex, or in class.	Sep. 2011 – June 2012	7th, 8th Math Team, AmeriCorps staff, Native American Interven-	Administration	<input type="checkbox"/>	
Tutoring available afterschool 3:15 – 4:15 daily with para ed. 3:15 – 6:00 on Thursdays with a teacher and small groups with Americorp staff.	Sept. - June	Teaching staff, Para Educators, Americorp staff.	Administration	<input type="checkbox"/>	
Test talks with students following mid year benchmark assessments. Use benchmark assessment for instruction in March for MSP prep.	January and March	Math Staff	Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.2	All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	MSP science data indicates a 5.5%pt. increase in students meeting standard, 26.9% pts higher than the state. No gap boys = girls Low income to non low income. Native students -26 pts. from building score.				
STRATEGY	Follow the CQI process to align curriculum and use data to drive instruction.				
EVIDENCE OF ACHIEVEMENT	WASL scores will indicate growth by at least AYP. 90% will meet standard and close gaps by 5 pts.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Remediation time established after each assessment to re-teach science strategies for students not meeting standard. ELT. Flex, or in class.	Sept. 2011 – June 2012	7th, 8th Math Team, AmeriCorps staff, Native American Interven-	Science department Administration	<input type="checkbox"/>	
Tutoring available afterschool 3:15 – 4:15 daily with para ed. 3:15 – 6:00 on Thursdays with a teacher and small groups with Americorp staff.	Sept. - June	Teaching staff, Para Educators, Americorp staff.	Site Team	<input type="checkbox"/>	
Test talks with students following mid year benchmark assessments. Use benchmark assessment for instruction in March for MSP prep.	January and March	Science staff	Science staff Administration	<input type="checkbox"/>	
Special ed staff work with individual and small groups in the mainsteamed science classrooms	Sept. - June	Science staff Special Ed. staff Administration	Administration Site Team	<input type="checkbox"/>	
Instructional process is differentiated to a variety of levels for major assignments to meet student needs.	Sept. - April	Science staff	Science department Administration	<input type="checkbox"/>	

ACTION PLAN

GOAL 5	Community: 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.
OBJECTIVE 5.1:	Leverage community resources and expertise to further the education of all students.

DATA ANALYSIS	CEE data indicates that 57% of parents know ways they can be involved at SMS school. In 2011 six community resources / programs / agencies were involved in the educational process at SMS.				
STRATEGY	Increase the involvement of parents and community agencies that will assist in furthering the education of all students.				
EVIDENCE OF ACHIEVEMENT	Increase CEE data to at least 85%. Increased the community resources available at SMS.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Survey teacher needs and align with community resources available.	November May	Administration PTO SMS Staff	Site Team	<input type="checkbox"/>	
Increase the opportunities for community agencies to provide educational resources and expertise for students at SMS.	October - May	Administration PTO	Site Team	<input type="checkbox"/>	
Solicit community volunteers who could provide educational expertise for students at SMS.	October - July	Administration	Site Team PTO	<input type="checkbox"/>	
Recruit at least one active community agency representative for site team.	September	Administration	Site Team	<input type="checkbox"/>	
Solicit community volunteers who could provide recreational/sporting expertise for students, serving as additional extracurricular options.	September-May	Administration PE Department		<input type="checkbox"/>	

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.

Block scheduling in core academic classes allows for multiple remediation and enrichment opportunities through intentional use of the 86 minute periods. In all subjects, each unit is embedded with on-going formative assessment to gauge student understanding before progressing to the next objective. Summative assessments are given through district benchmarks. Additionally, MSP scores, grades, formative assessments, teacher recommendations and parent requests help to place students in small tutorial groups and advanced classes. Teams and block schedules allow teachers to divide students into benchmark, strategic, and intensive groupings on a regular basis. A “bubble” class of 25 students has been created at each grade level, who, according to trends over the past three years, excel when separated from students with behavior issues, as well as the very high and very low students, as evidenced by a dramatic increase in students passing the MSP. A wide variety of remediation and enrichment programs are used throughout the day.

- 9 staff members in a pilot RTI training through the ESD. All teachers piloting small groups in their classroom for students not meeting standard. Groups by benchmark, strategic, and intensive students.
- Thursday School is mandatory each week for students missing work, supervised by certificated staff.
- Homework Club will continue on a voluntary basis for students before and after school Monday-Friday from 3:15-4:00.
- AmeriCorps volunteers will support the classroom work with small groups Monday-Thursday, as well as provide after school tutoring from 3:15-4:00 for students with specific needs and parent approval. AmeriCorps volunteers will pilot the use of various sensory stimulation tools to increase student attention during after school tutoring, Wed. & Thurs, 3:15-4:00.
- Parent/teacher conferences and Family Access allow teachers to communicate student needs and tutorial options with parents.
- Native American Interventionist will coordinate additional remediation with all stakeholders, including after school tutoring and environmental education, Monday through Thursday, 3:15-4:00. Transportation is provided back to the tribe.
- ESD Intervention Specialist will set up “Check & Connect”, a daily accountability program, with students demonstrating attendance and/or behavioral difficulties. Teachers, administrators, or counselors can recommend students for services.
- Student learning plans are created for any 8th grade student who did not meet standard in any MSP area, while IEP and 504 plans have been created for any students who qualify and being served through an inclusion model whenever possible.
- The Seminar program is available to 7th and 8th grade students who are identified as gifted and jazz band for gifted music students.
- Advanced math courses are available to students in the form of honors pre-algebra for 7th graders and honors algebra for 8th graders.
- Math Olympiad teams will be formed for 7th and 8th grade students

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

TITLE I SCHOOL-WIDE PLAN SUMMARY

Directions: Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Stevens Middle School were highly qualified under the provisions of the Federal No Child Left Behind Act during 2005-06, 2006-07, and are currently Highly Qualified. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the paraeducators supported by Title I funds at Stevens Middle School are highly qualified under the provisions of the Federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): Grade level teams meet daily during team time and departments on Wednesday mornings to discuss students who are struggling, curriculum, instruction, and methods to assist students to be successful from one level to the next. The Student Assistance Team, with representatives from both grade levels, meets twice a month to discuss students who are struggling and research interventions to improve student learning for each student.		
Coordination and Integration of Federal, State, and Local Services (10): Coordination is with local and state agencies to ensure students basic needs are met to provide access to all students for educational benefit. Child Protective Services, Peninsula Mental Health, Port Angeles Police Department, school staff, school nurse, Department of Social and Health Services, Port Angeles Education Foundation, and Native American Intervention Specialist are coordinated by school leadership to provide integrated services. The Title I program usually serves as an entry or exit to more formal special education services. Twice monthly the case manager and Title I staff meet to discuss students of concern. The results of these meetings are often adjustments to how students can be best served.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	
Title IIA	\$0,000	
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	
Other	\$0,000	

PART 9: 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 type="checkbox"/>
\$800	Substitutes for peer observations, teacher collaboration days (by department), and curriculum mapping.	Language arts, math, and science departments	<input type="checkbox"/>
\$1200	Workshops and school visits	Math Department	<input type="checkbox"/>
\$300	Book Studies on Effective Feedback & Reciprocal Teaching	All interested staff; introduced through August 29 & August 30 th , will continue in monthly all staff meetings.	<input type="checkbox"/>
N/A	Weekly (3x per month) department meetings under a Professional Learning Community model – share student work, common assessments, lesson plan design, and peer observation reflections.	All faculty	<input type="checkbox"/>
N/A	Daily team time. Discuss instructional strategies, differentiated instruction and groupings, use of ELT and flex time for remediation & enrichment groups.	Core teachers: LA, math, science	<input type="checkbox"/>
\$1200	RTI training for a school wide team of 9 individuals, 4 of whom will require subs for the coming two sessions in October and February.	4 teachers, school psychologist, two para professionals, intervention specialist, assistant principal	<input type="checkbox"/>

\$ 3500.00

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Stevens MS				Grades (Example: Elem / MS / HS): MS		
School Improvement Goal (taken from your building's School Improvement Plan): : Identify specific BLTLIP plan that aligns with our CSIP						
Technology and Learning Strategy: : Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Students engage in work that is relevant, timely, and rigorous						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2007-2008	8 th gr. Students can access secure folder on district server to store documents for digital portfolio.	Building Principal SIT	HW: Maintenance of SMS Server TS: Response to HW Issues			
	All staff will use skyward grade book. Parents can access grades using skyward family access.	Building Principal		Grade Book Training		Percent of Parents Accessing Information
	All teachers equipped with computer, document camera, projection device.	Building Principal IT Dept. SIT				
	Security cameras installed.	Maintenance Dept. IT Dept.	HW - Cameras, Encoders	Training for Building Admin.	30 k / Safety & Security Grant	Percent Reduction in Vandalism
	Extra bulbs & replacement parts available for teacher stations.	Building Principal SIT IT	HW -			
Year 2: 2008-2009	Upgrade laptops for portfolio project	IT				
	Mobile Laptop station upgraded and increased to 30 stations					
Year 3: 2009-2010	Teacher stations upgraded to run new software.					
	Extra bulbs & replacement parts available for teacher stations.					

SIP Team Leader Completing This Form: Chuck Lisk, Rob Edwards, SIT Date: February 13, 2007

Other SIP Team Participants: Steve Pazan, Scott Brodhun

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

Stevens Middle School continues to rank among the top 5% in the state, and the Continuous School Improvement Plan drives the instructional focus of the teachers in the core academic areas of reading, writing, math, and science. 2011 MSP scores surpassed the state by 4-27%. Overall school scheduling and specific classroom design is focused on the diverse learning styles of all students, allowing for targeted instruction, enrichment and remediation through a teaming approach, and the inclusion of special education students as deemed appropriate. Teachers, teams, and departments will continue to use the CQI process to develop groupings for reteaching and strategic interventions with struggling students. Effective feedback on student work & thinking will be a primary instructional focus of the SMS faculty this year, with regular discussion, including student work samples with feedback, at department and whole group meetings. The strategies outlined in *Building Academic Vocabulary*, and implemented with fidelity school wide in 2010-2011, will again be utilized in all areas, as well as additional resources being developed/gathered on effective feedback and reciprocal teaching. The language arts department effectively aligned their curriculum map with both the 6th grade teachers and the 9th grade LA department through the adoption of the Holt McDougal *Literature* curriculum. Teachers will work to implement the many facets of this curriculum (reading, writing, speaking, and listening), aligned with Common Core standards, while tracking data on student progress through on-going formative assessments and summative district benchmark tests. The math department will focus heavily on data collection surrounding the increase of 90% of all 7th grade students in pre-algebra, and 185 8th grade students preparing for the end-of-course algebra exam. The science department continues with standards based curriculum calendaring, the sharing of instructional approaches that heighten student engagement, and the use of inquiry-based science materials. A new core of 25 “bubble” 7th grade students, and the now 25 8th grade students from last year, all receiving nearly passing scores on the MSP, are receiving targeted instruction among one team of teachers. Daily team meetings, 3x monthly collaboration among departments, full staff meetings every month, and weekly collaboration time among support staff all lead to high staff morale and high levels of communication and collaboration.

Reading Objectives	Improve 7 th grade reading passage rate from 64.2% to 75%	Improve 8 th grade reading passage rate from 78% to 85%.	Increase # of students on the comprehension strand from 50.7% to 73%.
Writing Objectives	Improve 7 th grade writing passage rate from 84.8% to 88%	Less than 10% points gap in all individual areas when compared to all students.	Lower the achievement gap between males & females from 15.2% to 0%.
Math Objectives	Improve 7 th grade math passage rate from 72.8% to 80%.	Improve 8 th grade math passage rate from 69.5% to 75%.	Increase the number of 8 th grade students passing the algebra end of course exam.
Science Objectives	Improve 8 th grade science passage rate from 88.4% to 90%.	Close the gaps in all areas by 5 %pts.	Increase strand area of science inquiry from 64% to 83%.

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	Paul Brinkman	
Teacher	Bruce Rothweiler	
Teacher	Katie Sikes	
Teacher	Rob Edwards	
Teacher	Carol Sinton	
Teacher	Darren Mills	
Para Educator	Shelly Adams	
Parent	Michelle Haworth	
Parent	TBA	
ASB Presidents	Josh Hendry Scott Methner	
Community member	George Rodes, Boys and Girls club	
School Board President	Cindy Kelly	<i>Board Approved Date:</i> _____

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

Stevens Parent Involvement Plan/Procedures 2011-12

Stevens is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Stevens and home work together to promote high achievement by our children. Neither home nor Stevens can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Stevens recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Stevens intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

A. Stevens will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.

(List actions)

- Teacher or parent implemented staffing
- Parent-student-teacher conferences Nov 12 and 15
- Team and school newsletters
- Title I eligibility letter
- Family Access to Skyward
- November evening and daytime informational meeting

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

PART 13: APPENDICES

(Describe when and where the annual meeting will be held)

- November 2010, evening and daytime meetings in SMS library

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.

(Describe how flexibility is provided)

- Staffing as needed

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school wide under Section 1114, and the process of the school review and improvement under Section 1116.

(List actions)

- Title I administrator and at least 1 Title I teacher and committee of 3-5 Title I parents will meet semi-annually in October and February to review current practices and consider implementation of new practices.

E. Provide parents of participating children—

- a. Timely information about programs under this part.
- b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

(List actions)

- November evening and daytime informational meetings
- Staffing as needed
- Team and school newsletters

F. If school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

(List actions)

- Forward “parent comments” when submitting plan to district

PART 13: APPENDICES

G. Stevens will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

(Describe)

- Attach PIRC information page to parent letter
- Inform parents whenever meeting with regard to Title 1

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

(List actions)

- Skyward family access by August 19, 2010
- Mid-term and quarterly grade reports
- E-mail and phone contact information via school and district website
- November parent-student-teacher conferences
- Team and individual teacher staffing as needed

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

PART 13: APPENDICES

(List actions)

- Maintain a welcoming environment
- Skyward family access after August 19, 2010
- Team and school newsletters
- Student Learning Plans when appropriate

- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

(List actions)

- District learning improvement staff development
- Parent to Parent mentoring
- Community's that Care family programs
- School support staff guidance and assistance
- Skyward Family Access

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

(List actions)

- Maintain a welcoming environment
- District learning improvement staff development
- Staffing as needed
- Communities that Care family programs
- Title I committee and general meetings

- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and

PART 13: APPENDICES

other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

(List actions)

- Maintain a welcoming environment
- Guide or provide assistance, i.e., PIRC information and community resources

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.

(List actions)

- Title I informational letter including PIRC information
- November Conferences
- Title I committee and general meetings

f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.

(Describe)

g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.

i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

j. May train parents to enhance the involvement of other parents.

PART 13: APPENDICES

- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

(List actions)

PART IV-ADOPTION

This Stevens Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures were developed/revised by Stevens on _____ and will be in effect for the period of the 2011-12 school year. The school will distribute this Parent Involvement Plan/ Procedures to all parents of participating Title I children and make it available to the community on or before _____

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document: Lisa Cornelson, Joe Marvelle, Joan Warren.