

**BLUE HERON MIDDLE SCHOOL CONTINUOUS IMPROVEMENT PLAN
2020-21 School Year**

Section 1: Building Data

Building: Blue Heron Middle School	Grade Span: 6-8
Principal: Theresa Campbell	Building Enrollment (Oct. 1, 2020): 242
District: Port Townsend School District	F/R Percentage: 50%
Board Approval Date: 12/3/2020	Special Education Percentage: 16%
Plan Date: 11/9/2020	English Learner Percentage: 2%

BUILDING LEADERSHIP TEAM MEMBERS

Theresa Campbell	Principal
Mark Tallarico	Specialist/ Teacher
Jennifer Manning	Math/Teacher
Roger Mills	Science/Teacher
Kirsten Bledsoe	Special Education/Title/Counselor
Melinda Schroeder	ELA/Teacher
Don Oliveira	Social Studies/Teacher

MISSION/VISION STATEMENT

We are committed to raising the level of student **learning** so Blue Heron students will have **equitable access** to learning opportunities that foster **growth** through the use of **21st-century skills** to become contributing **citizens**.

COLLECTIVE AGREEMENTS

Blue Heron Teachers will:

- Plan and deliver lessons that are aligned with state standards and that specifically engage and challenge students at this level of development.
- Clearly explain expected learning targets and success criteria to students every lesson and check regularly for learning to inform instructional decisions.
- Provide frequent and timely feedback to students to improve learning.
- Communicate student progress to parents regularly, through phone calls, email, progress reports, student-parent/guardian-teacher conferences, etc.
- Provide opportunities for school assistance and enrichment.
- Collaborate with colleagues around student progress using a data driven process to continually reflect and improve upon our practice.
- Implement best practices focused on the unique needs of middle schoolers in the areas of instruction, discipline and social emotional learning.
- Build positive and encouraging relationships with our students so that each student feels valued.

Blue Heron Students will:

- Attend school every day, on time for classes, and follow a school day schedule.
- Actively engage in classes and complete assigned tasks.
- Self-advocate and ask questions when you don't understand.
- Participate in support and enrichment opportunities to get extra help as needed.
- Maintain healthy eating and sleeping habits.

Blue Heron Parents/Guardians will:

- Ensure your child attends school every day on time, well-rested, and well-nourished.
- Provide a quiet place for your child to engage in learning and do assigned tasks.
- Review your child's weekly plans with them and monitor your child's academic progress and attendance via Skyward Family Access.
- Encourage appropriate use of their technology, especially related to online lessons, social networking, and electronic communication.
- Ask for help if your family needs assistance-we are your partner in your child's education.
- Communicate any questions or concerns with teachers in a timely manner regarding your child's learning.

CULTURE OF EQUITY DESCRIPTION/STATEMENT

Blue Heron Middle School commits to championing policies and practices of cultural equity that empower a just, inclusive, and equitable learning environment— a culture of mastery. We recognize that some existing practices in the education system grant privilege and access unequally. We believe that equity is crucial to ensure that everyone has equal access to a full, vibrant life. In a culture of mastery, everyone on staff believes that in order to meet the needs of all students, it's necessary to meet the needs of each student. We are committed to the belief that all students have the capacity to meet high expectations and we are committed to maintaining systems of support to align with that belief.

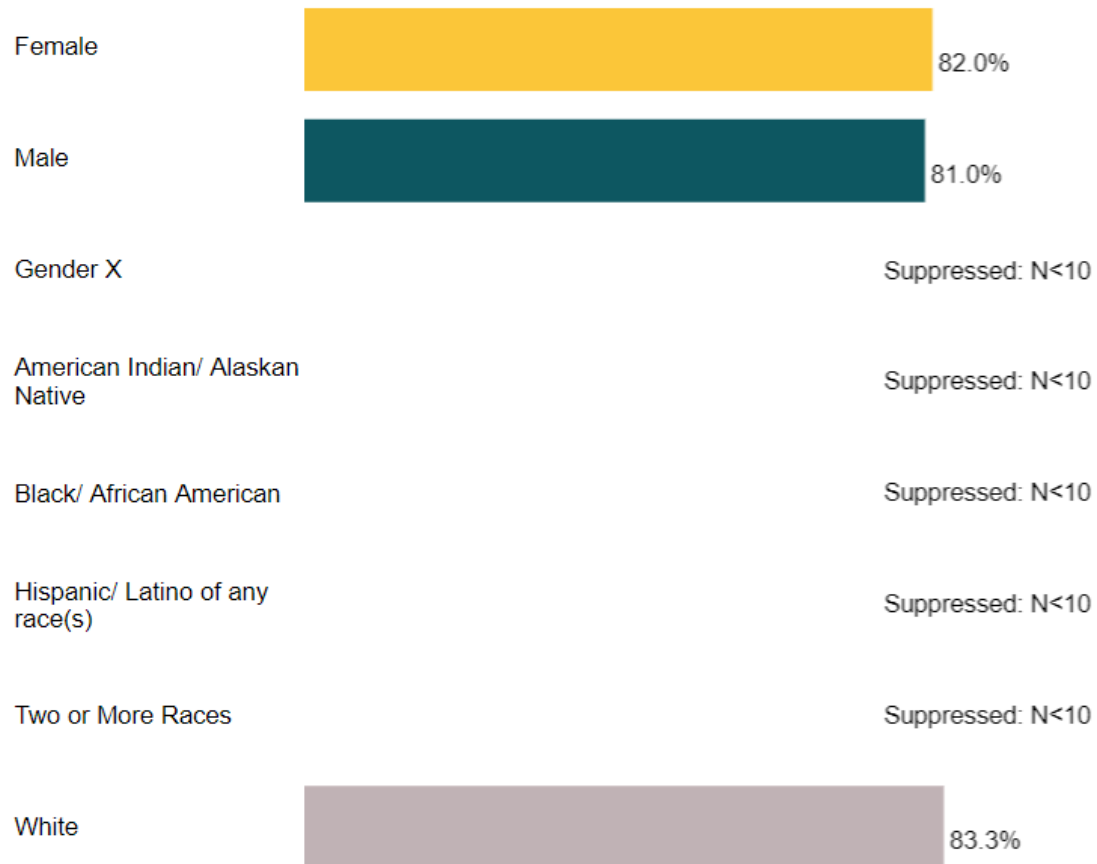
NEEDS ASSESSMENT

The Blue Heron Middle School BLT (Building Leadership Team) completed a Program Disproportionality Analysis Report for Specialized Programs in 2019-20. Through the Needs Assessment process, we identified disproportionalities in (Highly Capable Services, Special Education Services, and Discipline Rates) and created an action plan for addressing each area showing a discrepancy related to total student population demographics. The data cannot publicly be shared because it falls below the suppression threshold, but it was used, along with the following 9th Grade On-Track data, Q1 Grade Analysis, and other perception data, to create the 3 goals described in the plan.

[Summary](#) [Trend](#)

What percent of students passed all their courses in ninth grade, by student characteristic?

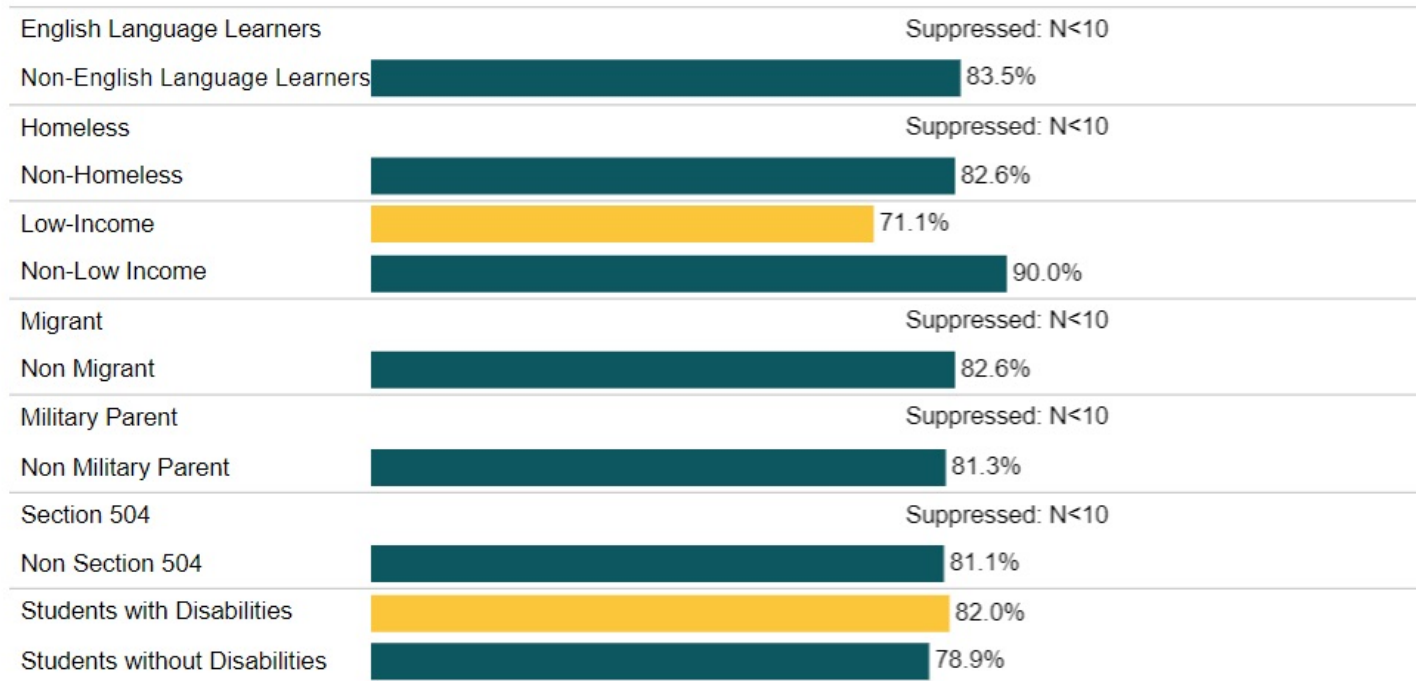
Port Townsend High School 2019



What percent of students passed all their courses in ninth grade, by student program and characteristics?

Some or all data is hidden to protect student privacy

Port Townsend High School 2019



Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.

PLAN

1. The percentage of 8th grade students who are passing all their classes from Quarter 1-2020 (72%) will increase to 100% by the end of Quarter 4-2021, using end of quarter reports, thus increasing the 9th Grade On-Track data.
2. Increase student voice and choice, with an emphasis on UDL (Universal Design for Learning) using first year baseline perception data from Winter-2020 to end of year perception data Spring-2021.
3. Increase the capacity of school staff to understand, prioritize, and implement structural and instructional Inclusionary practices using first year baseline perception data for adult school staff from Winter-2020 to end of year data Spring-2021.

DO

Activity	Timeframe	Lead(s)	Resources/Budget
A1) Analyze end of quarter data and determine factors that influence grades. <ul style="list-style-type: none"> • Utilize Matrix • Data Analysis Protocol 	November 2020- June 2021	Subject Team Leaders- BLT (Building Leadership Team) Building Principal	\$/day sub per teacher/per subject area/per quarter
A2) Utilize strategies around UDL (Multiple Means of Engagement) and monitor perception data. <ul style="list-style-type: none"> • SEL Lessons • ASC (Academic Success Class) Lessons • Student self-assessments/student growth goals 	January 2021-June 2021	School Counselor Classroom Teachers	IPP Grant Funds: (see below)
A3) Collaborate with subject area teams to learn about structural and instructional inclusionary practices and implement them. <ul style="list-style-type: none"> • Participate in IPP (Inclusionary Practices Program)-training, using resources/materials, contracting with professional services • Complete Plans for MTSS based on IPP study 	January 2021-June 2021	Subject Team Leaders- BLT (Building Leadership Team) Building Principal	IPP Grant Funds: 1) Support MTSS training and installation support 2) Professional development for staff 3) Instructional materials 4) Contracting with professional services 5) Stipends 6) Technology

STUDY

Timeframe	Goal #1	Goal #2	Goal #3
Prior to Implementation: <i>(What evidence will you examine to evaluate if your activities are working?)</i>	Analyze End of Q1 grades for 8 th grade students.	Collect and analyze pre-assessment student perception data.	Complete data analysis of disproportionalities from the previous year (end of SY19-20). Collect and analyze pre-assessment adult staff first year baseline data.
Mid-Year Implementation: <i>(Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?)</i>			
Prior to Implementation: <i>(Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?)</i>			

ADJUST

Timeframe	Goal #1	Goal #2	Goal #3
Mid-Year Implementation: <i>(What adjustments to your activities are you making after examining the results of your progress monitoring?)</i>			
Prior to Implementation: <i>(“End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?)</i>			