Blue Heron MiddleSchool
School Improvement Plan 2023–2024

Building data

School District: Port Townsend
Building Name: Blue Heron Middle School
School Leadership Team: Victoria Kalscheuer, Principal and Sean Moss, Assistant Principal; Building Leadership MTSS Team: Christie Boyd, Eliza Farrell, Mark Tallarico, Debbie Barnes
Date: 9/4/2023

Demographic Data

Demographics and Enrollment

Total	**253 students**
Female	50.4%
Male	49.6%
Gender X	NA%
Low Income	48%
Non-Low Income	52%
Students with Section 504	%
Students with Disabilities	13%

Met State Standards (Spring, 2023):	
English Language Arts	52%
Mathematics	30.6%
Science	59%
Regular Attendance Rate (2022)*	**%**

***Students with two or less absences per month.**

Ethnicity	
White	78.8%
Two or More Races	6.3%
Black/African American	2.8%
Hispanic	2.8%
Asian	4.7%
American Indian/Alaska Native	2%

***see comparison data on page 2**

	Fall 2021						Spring 2022							Spring 2023							Fall 2023			
	Fall SBAC Scores*			STAR		Attendance	Spring SBAC			SAEBRS	STAR		Attendance	Fastbridge**		SBAC			SAEBRS	Attendance	Fastbridge**		SAEBRS	Attendance
	ELA	Math	Sci. WCAS	Reading	Math		ELA	Math	Sci. WCAS	SEL	Reading	Math		Read	Math	ELA	Math	WCAS (Sci.)	SEL		Read	Math	SEL	
6th grade	54%	34%	74%	53%	25%	66%	47%	39%		87%	64%	41%	54%	70%	53%	54%	29%		70%	80%*	62%	58%	83%	89%
7th grade	55%	38%		41%	36%	63%	50%	38%		64%	63%	33%	67%	69%	59%	53%	35%		78%	79%*	65%	54%	60%	88%
8th grade	40%	27%		74%	28%	64%	40%	19%	40%	52%	55%	19%	47%	71%	73%	55%	37%	59%	80%	76%*	75%	56%	80%	86%
Low - Income							29%	19%	27%					37%	32%	*	*		40%		57%	55%	66%	
BHMS Total	50%	33%				64%	46%	32%	40%				56%	56%	47%	52%	31%	59%	75%*	79%*	64%	62%	73%	87%*

*Full day average attendance rate for 2023-2024 as reported from eduClimber (different calculation than "regular attendance")

SY 2023–2024 Goal #1: By the end of the 2023-2024 school year, BHMS students' **engagement** will increase as measured by a 10% increase in **average daily attendance** on Educlimber (6th grade from 80% to at least 90%, 7th grades from 79% to at least 89%, and 8th grade from 76% to at least 86%).

Activities	Measures	Timeframe	Lead	Resources
Family and Student Engagement Events (By June 1, at least six family & student engagement nights will have taken place, with each one having targeted learning for adults & engaging activities for students)	Survey data will be collected at each event to compare information across time to parent interest, hopes and concerns. We will also collect data as to attendance, (By June 1st, student attendance at engagement nights will have increased by at least 300% from the beginning of the academic year).	August - June 2023-2024	Mrs. Kalscheuer (lead), Mr. Moss, Ms. Farrell, Ms. McIlvaine	Prevention education resources, funds for supporting materials, snacks, and beverages, and planning time to support family engagement
Port Townsend Secondary Schools Attendance Pathway for regular attendance review and communication	Individual period and daily attendance as well as outreach codes will be tracked on Skyward by the school secretary,	Beginning September 2023 and ongoing weekly review of Skyward grade level codes and eduClimber thresholds/graph 2023-2024. Weekly, the assistant principal will meet with the school secretary to review students at risk, attendance trends, and to review attendance outreach conducted during the previous week.	Mr. Moss (lead) and Mrs. Kalscheuer in conjunction with PTHS administrative team	Skyward, eduClimber, Jefferson County Community Engagement Board, Staff support, Time
Increased family communications (all school staff) through email, electronic phone/text system, conferences, Virtual Office Hours (VOH) teacher reach out to families to invite to VOH	pre/mid/end year family survey regarding school climate and communication	weekly to monthly activities ongoing throughout the 2023-2024 school year	Mrs. Kalscheuer (lead), Mr. Moss and all staff	Smore/email, electronic phone/text system, conferences, VOH teacher outreach
Increase the number of after school student activities (baseline at end of 2022-2023	We will collect data for both offerings and attendance, (By June 1st, student activities other than athletics will be offered at least 60% of school days, By June 1, average daily attendance per event will have increased by 10% from September).	September 2023 and ongoing 2023-2024	Mr. Moss (lead) and all staff	School resources - Staff volunteers, Family volunteers, school funding, ESSER funding ASB support/resources

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Daycare, snacks/coffee/muffins and cost of activities for students and parent/family events ~$600

2. District email, Smore and phone system including texting for staff ($4 per user)
3. After school activities are associated with ASB and will have revenue due to formal club status of $25 per student participation, and will have a reduced or waived fees based on free/reduced lunch application status.

SY 2023–2024 Goal #2: By the end of the 2023-2024 school year, each grade-level cohort will have increased the number of students meeting or exceeding standards in **Math** by at least five percentage points on the spring Smarter-Balanced Assessment (SBA) (6th grade from 29% to at least 34%, 7th grades from 35% to at least 40%, and 8th grade from 37% to at least 42%).

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Vertical Team Learning and Collaboration Support continued implementation of Carnegie math curriculum with training activities for teachers	Number of session and staff participation Teacher feedback on implementation, strategies and calibration of grades 6-12	monthly activities from October 2023-May 2024	Victoria Kalscheuer, Blue Heron Principal Carrie Ehrhardt (lead), PTHS Principal	BHMS professional development learning time, Carnegie math curriculum, Carnegie math expert access
Identification of research-based intervention with parallel teaching as intervention	parallel teaching to target instructional needs in 6th-8th grade math classes	daily to weekly activities from September 2023-June 2024	Melinda Pongrey, lead math interventionist	.64 math intervention staffing building budget for curricular materials Tamara Smith, ESD math support specialist
Academic readiness skills (problem solving through, setting goals, interim SBAC/testing skills, etc.) Examples: SMART goal setting; Xello for career and college readiness; executive functioning skills focusing on organization, learning styles, prioritizing tasks, study skills, problem-solving, and self-monitoring; SEL lessons to remove barriers to learning.	SMART goal setting measuring goals by number of goals achieved Xello for career and college readiness measured by number of lessons completed	weekly to monthly activities based on student learning needs from September 2023-June 2024	Eliza Farrell, lead Advisor all Advisors	Advisory classroom time in school schedule
Tier I & II Multi-Tiered Systems of Support (MTSS) Academic Interventions, including Universal Design for Learning (UDL), intervention courses, advisory lessons, individualized and small group study plans, small group work before school and during lunch w/ teachers,	engagement in monthly collaborative PLC team review; improvement in CEE data points in students receiving early intervention	monthly activities from September 2023-June 2024	Building leadership team, Principal Kalscheuer (lead) and Assistant Principal Moss, supported by OESD inclusionary specialist Ann Renker	Inclusionary practices grant, professional development time, PLC time

Commented [1]: Please revise in a way that more sepcfically answers the question: What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?

Commented [3]: Please revise in a way that more sepcfically answers the question: What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?

Commented [2]: Please revise in a way that more sepcfically answers the question: What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?

Writing Across the Curriculum	focus on student thinking and how they share the thinking and learning	three activities for staff to process student progress over time with writing September 2023- May 2024	Building leadership team, Principal Kalscheuer (lead) and Assistant Principal Moss, supported by OESD inclusionary specialist Ann Renker and Tamara Smith	ESD specialists, professional development time, building budget, district budget
UDL 6-12 Professional Development	Supported design of instructional practices, monitoring assessments and instruction	weekly to monthly professional development activities from September 2023- May 2024	Principal Kalscheuer (lead), supported by OESD inclusionary specialist Ann Renker	Inclusionary practices grant, professional development time
Implementation of Student Learning Plans (8th grade)- students who are not proficient or distinguished on the SBAC	supported design of reflection related to student progress	implemented in September 2023- with review at quarterly intervals through May 2024	Eliza Farrell (lead advisor), All 8th grade advisors	professional development time, PLC time

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Inclusionary Practices grant funding, ESD.
2. Hi-cap funding stream for math resources, professional development related to academic readiness, writing and UDL.
3. .64 Math Intervention teacher parallel teaching
4. Carnegie professional development resources $6000

SY 2023–2024 Goal #3: By the end of the 2023-2024 school year, each grade-level cohort will have increased the number of students meeting or exceeding standards in **English- Language Arts** by at least five percentage points on the spring Smarter-Balanced Assessment (SBA) (6th grade from 54% to at least 59%, 7th grades from 53% to at least 58%, and 8th grade from 55% to at least 60%).

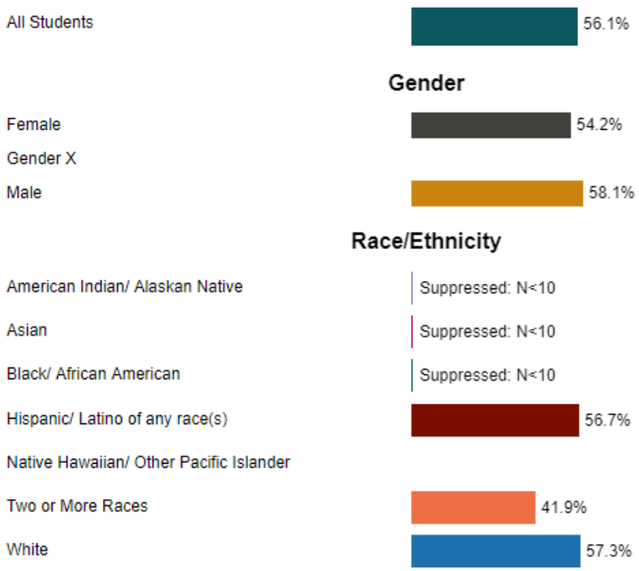
Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Increase time that eyes on print (silent reading, library time)	supportive time during advisory of student reading, supportive time during ELA for students reading	bi-monthly opportunities from September 2023- June 2024	Victoria Kalscheuer (lead), ELA teachers and all Advisors	advisory time, library resources, ELA time
Implementation time with IBD for teachers to support implementation	support of Inquiry by Design practices through implementation science during professional development and coaching	August 2023- June 2024	ELA Teachers, Principal Kalscheuer (lead and Assistant Principal Moss	building curriculum budget, building professional development time
MTSS implementation	engagement in monthly collaborative PLC team review; improvement in CEE data points in students receiving early intervention	monthly activities from September 2023- June 2024	Building leadership team, Principal Kalscheuer (lead) and Assistant Principal Moss, supported by OESD inclusionary specialist Ann Renker	Inclusionary practices grant, professional development time, PLC time
Academic readiness skills (problem solving through, setting goals, interim SBAC/testing skills, etc.)	goal setting and readiness skills through executive functioning lessons	weekly to monthly activities based on student learning needs from September 2023- June 2024	Eliza Farrell, lead Advisor all Advisors	Advisory classroom time in school schedule
UDL 6-12 Professional Development	Supported design of instructional practices, monitoring assessments and instruction	weekly to monthly professional development activities from September 2023- May 2024	Principal Kalscheuer (lead), supported by OESD inclusionary specialist Ann Renker	Inclusionary practices grant, professional development time
Writing Across the Curriculum	focus on student thinking and how they share the thinking and learning	three activities for staff to process student progress over time with writing September 2023- May 2024	Building leadership team, Principal Kalscheuer (lead) and Assistant Principal Moss, supported by OESD inclusionary specialist Ann Renker and Tamara Smith	ESD specialists, professional development time, building budget, district budget
Implementation of Student Learning Plans (8th grade)- students who are not proficient or distinguished on the SBAC	supported design of reflection related to student progress	implemented in September 2023- with review at quarterly intervals through May 2024	Eliza Farrell (lead advisor), All 8th grade advisors	professional development time, PLC time

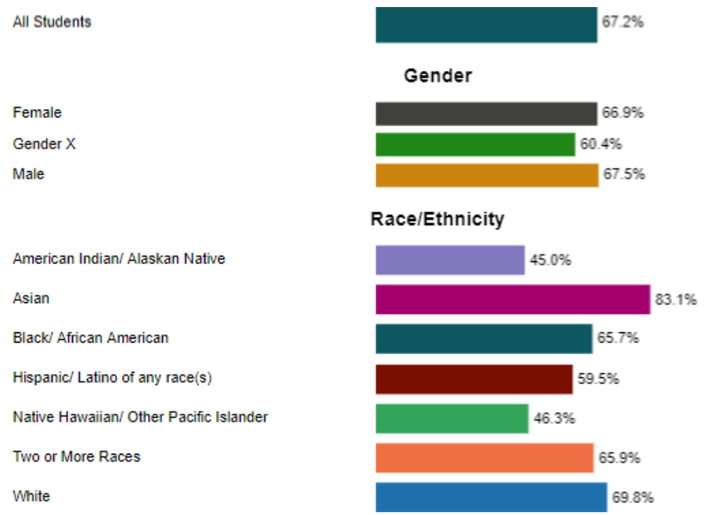
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Inquiry by Design (IBD) Professional Development Resources $6000
2. Inclusionary Practices Grant funding, ESD

Appendix A: Beginning of Year

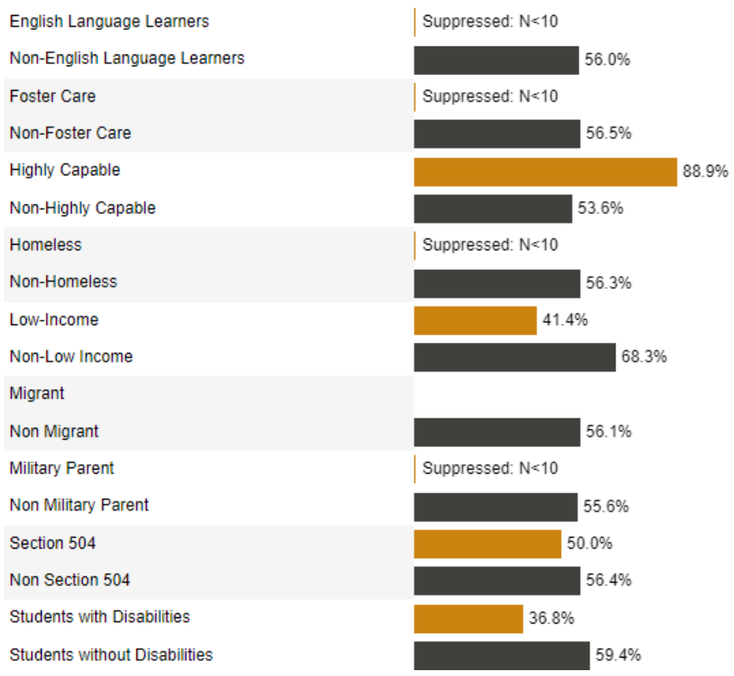
Commented [4]: I'm wondering how this attendance data by student groups relates to your SIP. I didn't see any references to specific supports by program/ethnicity so the charts may not be needed. Also, I wonder if the WA state data is MS only or K-12. If the latter, than that is not an appropriate comparison.

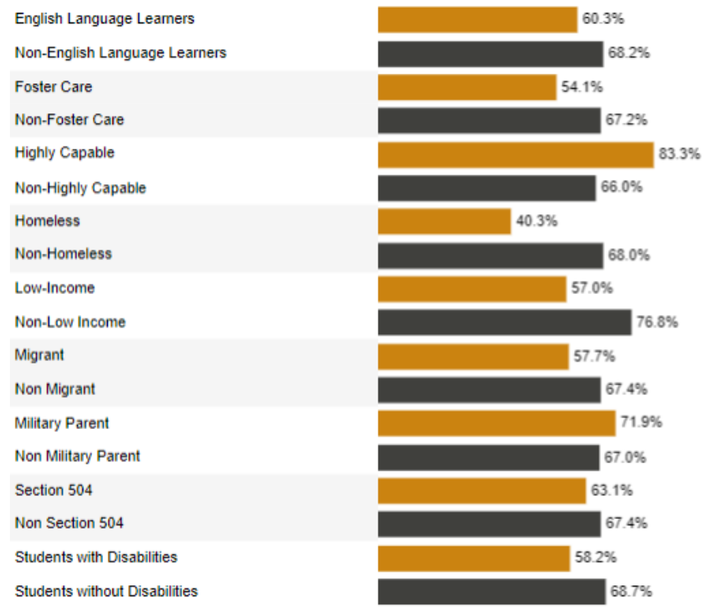
Blue Heron Middle School Data	Comparison to Washington State Middle School Comparison Data
Engagement (goal 1)	
OSPI Reported Attendance 2021-2022	





OSPI Reported Attendance Disaggregated by Program Characteristics 2021-2022



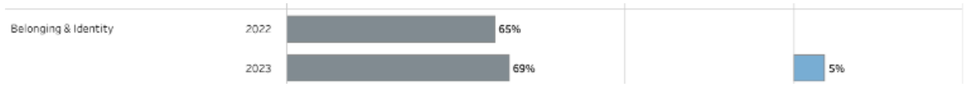


Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing at least half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

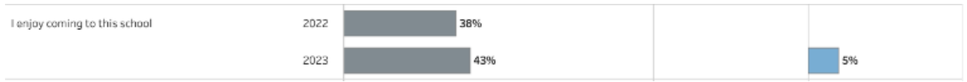
Engagement Data from the Center for Educational Effectiveness

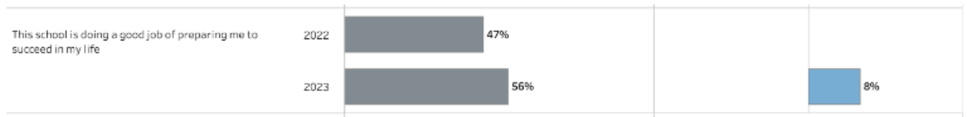
Showing up: attending school regularly and actively engaging in learning

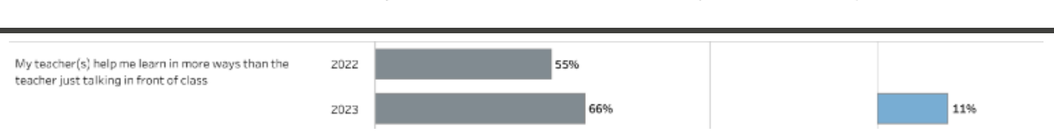
Student Survey Results

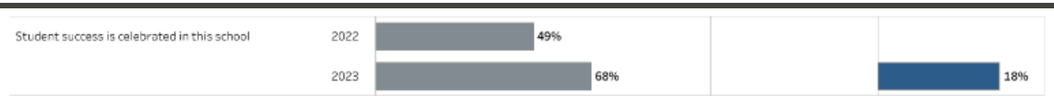


Commented [5]: You may want to reference this survey data more specifically in your goals above. For example, do you want to say "increase students enjoyment of school by providing afterschool activities"? Is one of the family sessions related to helping with HW? Right now it feels like a lot of disconnected information. You may want to delete the survey responses that you are not responding to in your SIP.

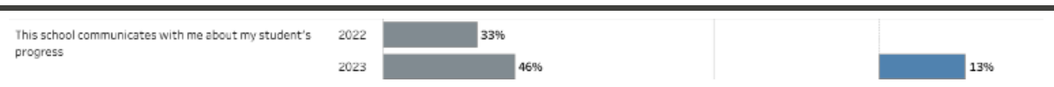


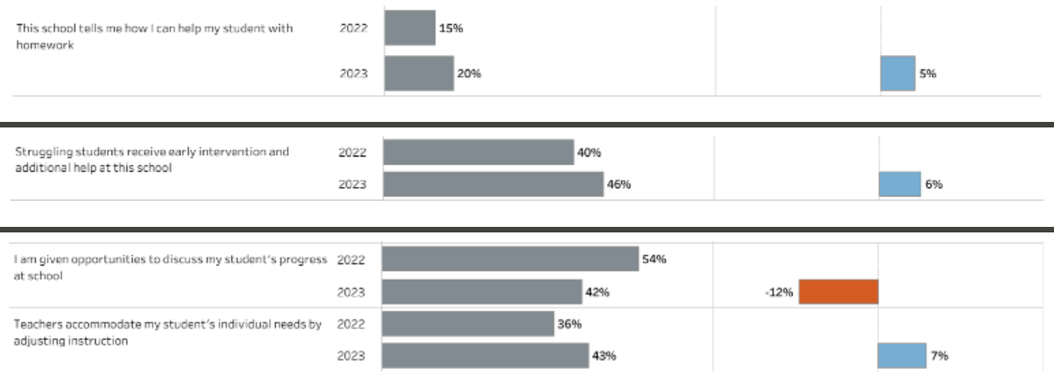






Family Survey Results

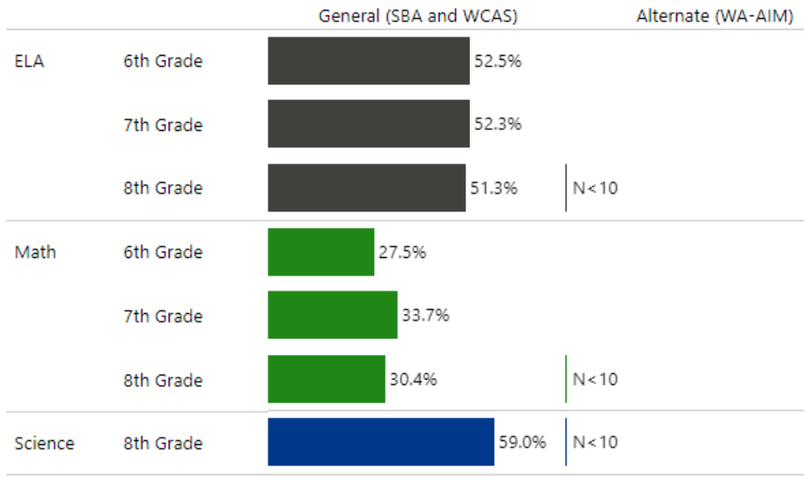


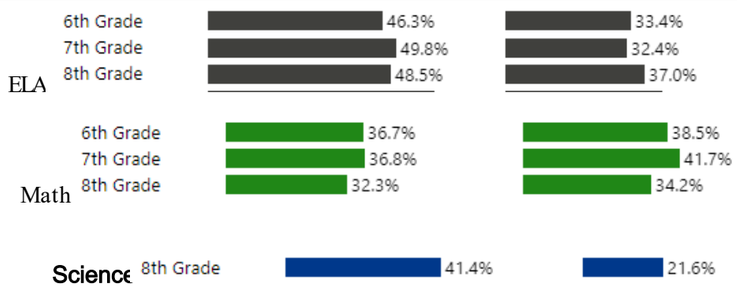


Reading and Math (goal 2 and 3)

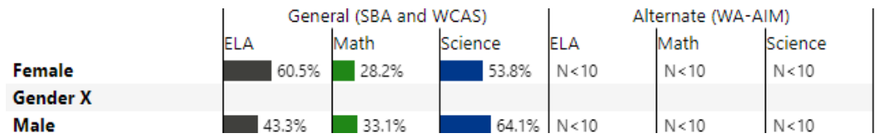
2023 Spring SBAC
Scores of level 3 or level 4 are considered proficient or advanced and are considered as meeting grade level achievement expectations.

Blue Heron Middle School							Washington State						
	General (SBA and WCAS)			Alternate (WA-AIM)				General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science		ELA	Math	Science	ELA	Math	Science
All Students	52.0%	30.6%	59.0%	N<10	N<10	N<10	**All Students**	50.7%	39.1%	42.9%	35.4%	42.3%	24.0%

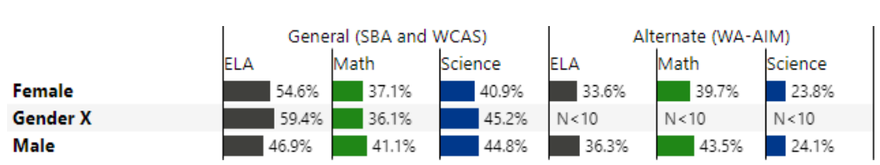




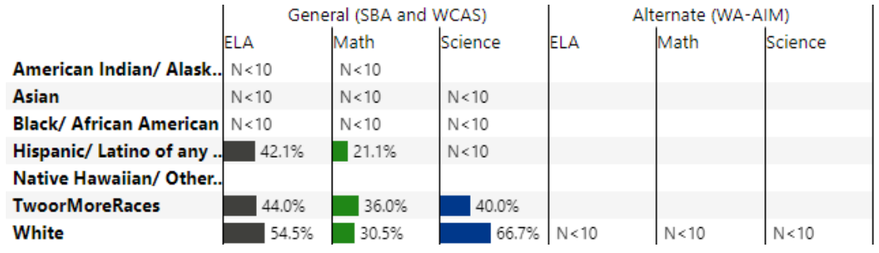
SBAC Disaggregation by Gender for Blue Heron Middle School



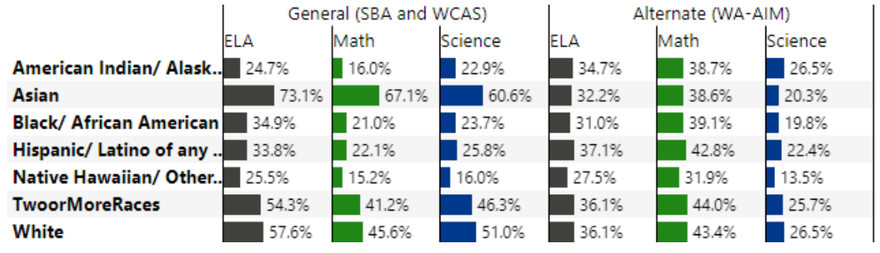
Comparison to 2023 Results for Washington State Results



SBAC Disaggregation by Ethnicity for Blue Heron Middle School



Comparison to 2023 Results for Washington State Results



SBAC Disaggregation by Program Characteristics for Blue Heron Middle School

Comparison to 2023 Results for Washington State Results

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
English Language Learn..	N<10	N<10	N<10			
Non-English Language ..	53.2%	31.1%	61.3%	N<10	N<10	N<10
Low-Income	39.7%	19.0%	45.9%			
Non-Low Income	64.2%	41.9%	70.7%	N<10	N<10	N<10
Foster Care	N<10	N<10				
Non-Foster Care	52.3%	30.7%	59.0%	N<10	N<10	N<10
Migrant						
Non Migrant	52.0%	30.6%	59.0%	N<10	N<10	N<10
Military Parent	N<10	N<10	N<10			
Non Military Parent	51.9%	30.6%	60.5%	N<10	N<10	N<10
Students with Disabilities	<10%	<10%	<30%	N<10	N<10	N<10
Students without Disabi..	59.3%	34.9%	67.6%			
Homeless	N<10	N<10	N<10			
Non-Homeless	52.7%	31.3%	58.4%	N<10	N<10	N<10
Section 504	40.0%	25.0%	40.0%			
Non Section 504	53.1%	31.1%	61.8%	N<10	N<10	N<10

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
English Language Learn..	14.3%	14.4%	8.4%	34.6%	40.3%	19.2%
Non-English Language ..	55.8%	42.7%	46.9%	35.7%	42.9%	25.5%
Low-Income	34.7%	23.5%	28.6%	35.8%	42.6%	23.7%
Non-Low Income	66.9%	55.0%	56.5%	34.8%	41.6%	24.5%
Foster Care	22.4%	14.3%	18.8%	36.4%	40.4%	N<10
Non-Foster Care	50.8%	39.2%	43.0%	35.4%	42.3%	23.9%
Migrant	22.7%	14.4%	15.8%	34.7%	41.5%	28.1%
Non Migrant	51.3%	39.7%	43.5%	35.5%	42.3%	23.9%
Military Parent	58.6%	45.7%	52.2%	26.9%	37.8%	26.3%
Non Military Parent	50.4%	38.9%	42.6%	35.7%	42.4%	23.9%
Students with Disabilities	18.4%	14.5%	16.9%	35.4%	42.3%	24.0%
Students without Disabi..	56.1%	43.3%	46.9%			
Homeless	22.4%	14.1%	19.3%	40.7%	45.2%	27.6%
Non-Homeless	51.5%	39.9%	43.6%	35.2%	42.1%	23.8%
Section 504	53.3%	38.5%	46.3%	40.4%	44.2%	<14%
Non Section 504	50.5%	39.2%	42.6%	35.4%	42.2%	24.1%