

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Alderwood Middle School

Year: 2018-2019 School Year

School Theory of Action/Target Area

All teachers at AMS will engage in a culture of professional inquiry to support higher levels of student learning.

- If we intentionally ask all of our students to engage in higher level literacy skills that require them to regularly justify their answers across all content areas, then all students will be better to read, write, and speak grounded in evidence.

Our school will achieve this through intentional PLC collaboration work that:

- a. Identifies and uses best instructional strategies for the delivery of specific content knowledge and skills.
- b. Develops common assessments of learning to gather student data to monitor progress towards identified standards.
- c. Shares classroom data and focus of work to identify interventions for students not meeting standard.
- d. Seeks diversified and skill-based best practices to support all students reaching higher achievement levels.

Whole School Achievement Goal- As a result of this action:

Compared to 61% of AMS students in 2017-2018, 65% of AMS students will increase their ability to reason grounded in evidence, through written and oral communication on the ELA SBA and on classroom based assessments

Opportunity/Achievement Gap:

- **Measurement/Assessment:** We identified that the largest achievement gaps that we would target are for students served on Free or Reduced Lunch and for those students identified as Hispanic or Latino. We used data from our ELA SBA results to determine these subgroups.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students 7th & 8th Grade at AMS	61% of 7th and 8th grade students met standard on the ELA SBA	65% of 7th and 8th grade students will meet standard on the ELA SBA
Comparison Group A Students who qualify for Free or Reduced Lunch	47% of 7 th and 8 th grade students on Free or Reduced Lunch met standard on the ELA SBA	57% of 7 th and 8 th grade students on Free or Reduced Lunch will meet standard on the ELA SBA
Comparison Group B Students who identify as Hispanic or Latino	41% of 7 th and 8 th grade students who identify as Latino or Hispanic met standard on the ELA SBA	51% of 7 th and 8 th grade students who identify as Hispanic or Latino will meet standard on the ELA SBA

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Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

- Students meeting or exceeding grade-level standards in English Language Arts (state assessment) and growth over time.
- % of ELL students making progress in learning English

School Vision/Mission:

For the students of Alderwood Middle School to receive the support and guidance needed to grow socially, emotionally, and academically so that they can achieve their full potential.

School Demographics:

October 2017 Student Count: 826

May 2018 Student Count: 830

Male: 49.8% Female: 50.2%

Hispanic/Latino of any race(s): 28%

American Indian/Alaskan Native: 0.7%

Asian: 18.4 %

Black/African American: 5.8%

Native Hawaiian/Other Pacific Islander: 1.2%

White: 38.3%

Two or More Races 7.6%

Free or Reduced-Price Meals 43.9%

Special Education: 12.2%

English Language Learners: 12.7%

Section 504: 6.9%

Parent, Family, and Community Involvement in this Plan:

We will publish our School Improvement Plan on our school website, review it with our parents at our parent coffees and with our parent support organizations on a yearly basis. We will also make sure our parents are utilizing programs such as the STAR Reading Program and our library's circulation to make sure our students are reading. Parents will also learn about Canvas so they can have a closer look at what their students in learning at school.

Review and Analysis of Data:

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Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

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| <ul style="list-style-type: none"> • Our Asian students had a Math Growth Score of 10 (highest possible) and Final Framework Score of 9. They also scored a 9 on both the Math and English Proficiency Scores for the SBA. |
| <ul style="list-style-type: none"> • Our White students had an ELA Proficiency Score of 8 on the SBA. |
| <ul style="list-style-type: none"> • Our Asian students had ELA and Math Proficiency scores of 9 on the SBA |
| <ul style="list-style-type: none"> • 34% of our 8th grade students scored at a Level 4 (highest level) on their 8th Grade Math SBA • 92% of students answered that their teachers really believe that they can achieve academically (highest score in last five years) |

Prioritized areas of opportunity or greatest challenge based on the data:

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| <ul style="list-style-type: none"> • Hispanic/Latinx of any race students had a Math and English Proficiency Score of 3 as well as a Combined Growth Indicator of 3 for Math and ELA. |
| <ul style="list-style-type: none"> • Students receiving ELL services received a 1 on their English Proficiency Score and an English Growth Score of 2 |
| <ul style="list-style-type: none"> • Students receiving Special Education services received a 1 on their English Proficiency Score and an English Growth Score of 2. |
| <ul style="list-style-type: none"> • Attendance – 77% of our students with disabilities go to school at least 90% of the school days; 82 % of low income students go to school at least 90% of the school days. |

State Participation Rate: 95% participation required Area of Strength

X Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: N/A	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team: 7th and 8th Science- Hallum, Dombroski, Salenski, McDevitt, Chomiak, Cantrell, Carden

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Student Learning Goal: Increase ability to read, write and speak grounded in evidence

We will measure this Formatively by: Having student use "reason" statements to back up their claims when they are writing scientific arguments within Amplify. (we will be using CER which stands for claim-evidence-reasoning)

We will measure this Summatively by: Using common assessments within Amplify and assessments built within our collaboration teams.

Action steps we will take to meet our goal: Directly teach the students how to find information in science texts and how to cite that information when they are reading. Teach them how to annotate scientific text to identify evidence that supports claims.

Technology-This is how we will utilize technology to meet our goal:

Science websites for relevant, current information. (ex. Amplify, Newsela)

Annotated text features within Amplify.

Grade Level/Department/Team: Math Department – Verner, Pearson, Hallum, Haile-Meskel, Haun, Weaver, and Ericksen.

Student Learning Goal: Construct viable arguments and critique the reasoning of others.

We will measure this Formatively by:

Observation, oral exams, student work, peer to peer activities (student discourse, projects), common assessment tasks via Collaboration groups, or SBA Interim Assessments

We will measure this Summatively by:

Use Performance Tasks for summative assessment or

Use traditional assessments such as unit tests and concept presentations.

Action steps we will take to meet our goal:

Use SBA-like items for gathering evidence

Collaboration groups to develop test items, rubrics and discuss student work

Evaluate progress and readiness using student data

Address the diverse needs (high and low students) in our classes

Examine data and sort by Free and Reduced Lunch, Ethnicity, Gender, and Attendance

Technology-This is how we will utilize technology to meet our goal:

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Online textbooks, Canvas, Google Classroom, Khan Academy, Chromebooks, Kahoot, MobyMax, Etc.

Grade Level/Department/Team: 7th and 8th Grade Counseling - Wendy Swenson and Josh Webb

Student Learning Goal: Engage in higher level metacognitive literacy skills and in tasks that require them to read, write, and speak grounded in evidence across all content areas. Students will research with a partner and be able to explain in general terms the differences between community college, university, liberal arts, college, and technical schools.

All students will participate in the Edmonds School District #15 Naviance lessons and other guidance activities as required by the district. Naviance will allow students to access additional reading through of prompts which will provide an opportunity for a variety of reading material.

We will measure this formatively by:

Assessing completion of 7th Grade College and Career survey, and creation of SMART goals. Exploring and investigating careers based on

- **Naviance Lesson 7.1: Family connections Orientation and 7th Grade Survey**
- **Naviance Lesson 7.2: Creation of SMART Goals**
- **Naviance Lesson 7.3: Road Trip Nation, “What’s My Road.”**

Completion of 8th grade Family Connections Orientation and creation of SMART goals.

- **Naviance Lesson 8.1 Family Connections**
- **Naviance Lesson 8.2 Career Cluster Finder Assessment**
- **Naviance Lesson 8.3: ~~Road Trip~~Roadtrip Nation “What My Road”**

The district Career & College Readiness Coordinator will be periodically sending data that we will use for formative assessment for student completion.

Qualitative information will be gathered during staff meetings to assess Naviance’s implementation and its impact on students’ comprehension of career opportunities and the ability to articulate future career interests.

We will measure this summatively by:

Through different prompts and activities, students will form goals, explore college and careers interest, create career pathways and apply this knowledge to real life activities.

Each 7th and 8th grade students will complete district activities and data will be shared with teachers to address gaps in learning.

Action steps we will take to meet our goal:

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Staff will be given updates on Naviance through emails and a training opportunity. The district Career and College Readiness Coordinator will directly support staff during the first student Naviance training.

Each student will be trained on the Naviance program through Orientation and Homeroom.

Data will be gathered after each activity to address non-completion of activities by students. Students not completing each activity will be contacted.

Technology-This is how we will utilize technology to meet our goal:

Edmonds School District #15 Naviance lessons and other guidance activities as required by the district.

Grade Level/Department/Team: Instrumental Music - Madden

Student Learning Goal: Be able to back up conclusions with citations from text.

We will measure this Formatively by:

Classroom discussion about the article "A Word about Practice" will be the primary method of formative assessment.

We will measure this Summatively by:

Concerts, Large Group Festivals, Solo-ensemble festivals will test students' application of information in the article about how to practice effectively.

Action steps we will take to meet our goal:

Regular reference to effective practice habits as they would apply to music worked on in class. In-class guided practice sessions and repeated emphasis of main points in article.

Technology-This is how we will utilize technology to meet our goal:

Students can use laptops to find professional recordings of music we are working on in class to use as a model for their own work.

Grade Level/Department/Team: 7th & 8th Grade Special Education and 7th & 8th Grade Literacy Class-- Mary Hereford, Terri Lewis, Katherine Ramsey, Shari Davies, and Rebecca Biddick

Student Learning Goal: Students will be able to support their analytical claims with ample evidence.

We will measure this Formatively by:

Book chats, student reading responses, literary element book reports, convention caught ya's (edits and vocabulary development), teacher-created materials, WODB.ca (which one doesn't belong), and exit slips.

We will measure this Summatively by:

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STAR tests, student project presentations, SBA Performance Tasks, Moving with Math

Action steps we will take to meet our goal:

Reading goals set quarterly, student presentations in class, direct instruction of how to support claims, and guided practice of using evidence to support the claim and use correct conventions.

Technology-This is how we will utilize technology to meet our goal:

Chromebooks, Google forms, Kahoot, MobyMax, Read/Write, Cowriter, and Word Q applications, Prezi, Khan Academy, and audio books (literary and informational texts) through the use of Bookshare, Overdrive, and Learning Ally, NewsELA for current events.

Grade Level / Department Team: Social Studies – Byus, Potter, Aitken, Treworgy, DeJoy, Ancharski, Nakanishi, Choe

Student Learning Goal:

AMS will increase students' ability to read, write, and speak grounded in evidence.

We will measure this formatively by:

Reading Grounded in Evidence:

-provide students the opportunity to read primary and secondary sources with the intent to gather evidence that prepares them for writing and/or speaking.

-ex: notetakers, graphic organizers, identifying types of source, evaluation of source bias/perspective, summary, main points/supporting evidence, steps in a process, distinguish opinion and fact, relationship between primary / secondary texts.

-via a variety of methods: informal conversations, small group discussion, popcorn...

Writing Grounded in Evidence:

-provide opportunities for students to respond to a prompt/question by providing text based evidence.

-ex: exit tickets, free writes, google form responses, journal entries, warm ups, graphic organizers, paragraphs, outlines, reflections, smaller/shorter written responses, etc.

Speaking Grounded in Evidence:

-provide opportunities for students to defend their opinions/arguments using text based evidence.

-ex: Structured Academic Controversy, Town Hall Meetings, Four Corners, Fishbowl Discussions, Popcorn.

We will measure this summatively by:

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Reading Grounded in Evidence:

-provide students the opportunity to read primary and secondary sources with the intent to gather evidence that prepares them for writing and/or speaking.

-ex: notetakers, graphic organizers, identifying types of source, evaluation of source bias/perspective, summary, main points/supporting evidence, steps in a process, distinguish opinion and fact, relationship between primary / secondary texts.

Writing Grounded in Evidence:

-provide opportunities for students to respond to a prompt/question by providing text based evidence.

-ex: exit tickets, free writes, google form responses, journal entries, graphic organizers, paragraphs, outlines, reflections, smaller/shorter written responses, formal essays, CBA.

Speaking Grounded in Evidence:

-provide opportunities for students to defend their opinions/arguments using text based evidence

-ex: Structured Academic Controversy, Town Hall Meetings, Fishbowl Discussions, Formal Presentations.

Action steps we will take to meet our goal:

Teach individual/listed above skills.

Find age appropriate, content specific, aligned resources.

Model individual/listed above skills.

Formatively and summatively assess skills.

Provide timely, relevant and constructive feedback.

Technology-This is how we will utilize technology to meet our goal:

Google forms, Chromebooks, consistent internet access, multimedia sources, working on shared documents, Google Docs: student work and teacher assignments.

Grade Level/Department/Team: 7/8 English/Language Arts PLC – Wilson, Reitan, Mahoney, Kochanasz, Timoll, Schwartz

Student Learning Goal: Students will demonstrate an increase in their ability to read and write grounded in evidence from complex texts in classroom based assessments.

We will measure this formatively by:

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We will utilize informal assessments, basic skills assessments, and performance tasks to gauge student needs and measure student growth. We will utilize a variety of strategies such as short answer and selected responses, questioning strategies, journal writes, exit slips, and reflective writing. We will also be using the interim SBA assessments throughout the year to measure student progress.

We will measure this summatively by:

Learning and growth will be measured through analytical, compare and contrast, argumentative, and performance task paragraphs and essays. These will measure metacognitive skills such as inference, prediction, author's purpose, main ideas, and drawing conclusions.

Action steps we will take to meet our goal:

We will analyze and refine our assessments by examining student work in order to continuously monitor our steps toward our goals.

Technology-This is how we will utilize technology to meet our goal:

We will be integrating the ELA district curriculum Collections, in particular the digital component into our existing resources and programs. Students will use Google Apps for Education to demonstrate their learning.

Department: Health/PE - Walker, Turcott, Shorthouse, Atencio, Boyle, Horswill

Student Learning Goal: AMS physical education and health department will work to increase Students ability to read, write, and speak when engaging the students using meta-cognitive strategies. Students will use Venn diagrams to compare and contrast Fitness. Graphic organizers will be used to help students store knowledge and improve their opportunity to analyze, sequence and evaluate their own work.

We will measure this Formatively by:

Assessing the students through Fitness testing assessment, components of fitness, and performance tasks.

We will measure this Summatively by:

Completing the OSPI developed assessments, (Edmonds School District Fitness assessment.)Students will write a self-assessment fitness plan.

Action steps we will take to meet our goal:

Students will write SMART Goals, tracking their own fitness and performing cardiovascular, strength, and endurance tasks.

Technology-This is how we will utilize technology to meet our goal:

Teachers will maintain a digital journal and digitally track students' self-performance on fitness tasks.

Grade Level/Department/Team: ELECTIVES- TECH. ED./STEM - Seymour

Student Learning Goal: To have students improve and increase their reading and writing and speaking skills by providing proven structured activities which will parallel the hands on activities they are doing in lab.

We will measure this Formatively by:

I will formatively assess students in these important three areas: **Reading** mainly by discussion and exit tickets. **Writing** through (think-puzzle-explore, 3-2-1 bridge, vocabulary building, concept maps, red light green light, compare and contrast, and sentence building). **Speaking** will be observed by having students present to the class individually, and in group situations throughout the year.

We will measure this Summatively by:

Reading and writing skills will be evaluated through summative assignments to explain the activity they participated and made project work in. For example writing about the rockets they made, or the Co2 car they raced or the career they have researched.

Students will demonstrate that they understand by presenting orally a given topic, for example student safety demonstrations or Tech talks.

Action steps we will take to meet our goal:

Employing sound pre reading, during reading, and post reading strategies

Providing motivational subject matter for students to write about and discussing, showing, and having students do exercises in how to construct strong sentences for writing papers and technical reports.

Modeling good speaking strategies and allowing students multiple ways to present to their peers.

Technology-This is how we will utilize technology to meet our goal:

Students will integrate computer technology for researching, reading, and writing about the activities that we engineer in lab and will use various types of technologies such as cameras, laser printers, 3d printers, projectors and doc cams to present and write about real world activities.

Grade Level/Department/Team: 7/8th Grade Visual Art - Barnes

Student Learning Goal:

- Students will be able to read, spell, define and apply the seven elements of art (line, shape, color, form, space, texture and value) to art they create and observe.
- The students will use a variety of medium to explore these elements and technology to inspire and educate them in the process of creation.

In alignment with the Alderwood MS schoolwide literacy goal:

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- The students will read information that specifically explains or identifies the seven elements of art and explains their usage within an art piece. Through this, they will gain spelling and application skills for the terms.
- Through usage and practice, using self-made notes, the students will gain skills towards the correct spelling of the seven art elements, and demonstrate or write clear descriptions of each element as well as how they are used in specified pieces of art.

We will measure this Formatively by:

Continuous monitoring of student work during class time by teacher, (physically walking around) in order to assess completed projects and student's in-class participation/productivity to see that students are actively on task with assignment/ project they are creating.

Asking students questions about their art and helping them make adjustments and solve problems as they arise during a project.

Answering student inquiries during class about procedures, methods, materials, etc.

We will measure this Summatively by:

Giving a pre test and a post test about the seven elements: their definitions. This is a pre-made quiz on paper.

Asking students to explain in writing/reflecting how a certain element or elements are evident in their art or another artist's work of art.

Study of flash cards by students that identify the spelling, definitions and examples of each element of art (7 in total). on Cram.com link sent in Google Classroom.

Students review slide show about 7 elements of art in Google Classroom and fill out corresponding notes sheet they will keep in art folders in class and be able to use on future quizzes.

Action steps we will take to meet our goal:

Posting assignments and links on Google Classroom

Use of games and drills for spelling, defining and identifying the seven elements of art.

Creation of flash cards for students to review on their own time on Cram. com and link on Google classroom

Technology-This is how we will utilize technology to meet our goal:

Students taking quiz and study the elements via Google Classroom /games on Cram.com

Students accessing due dates and completion dates of in class art projects via Google Calendar.

Specifically for literacy improvement, Use of Student's individual Chromebooks for reading about a certain artist, practicing art identification with sites like freerice.com, using and finding research and inspiration for subject matter or sources in art projects (using a search engine like Google or Bing).

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Use of student's individual Chromebooks for taking photos to use as resource/subject matter in art: ie; photos of hands, faces, objects, still lives, outdoor scenes, textures, etc.

Teacher use of overhead projector and Google Chrome on LFD for discussing slides of famous works of art, presenting steps in an artistic process or showing an instructional/ educational video demonstrating a type of art or exploring an art movement in history.

Grade Level/Department/Team: World Language - Johnston

Student Learning Goal: Students will be able read, write, and speak grounded in evidence.

We will measure this Formatively by:

The class will read at least two novels in the target language this year. While reading the novels together in class, the students will give opinions of the characters in the target language and asked exactly what part of the text helped them form that opinion.

We will measure this Summatively by:

Students will write about the character's personalities in the target language and base their descriptions with evidence from the text.

Action steps we will take to meet our goal:

Teach vocabulary necessary to express opinions and describe characters.

Technology-This is how we will utilize technology to meet our goal:

Students will use their Chromebooks to create an image and description of a character from the novels we are reading in French and Spanish.

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Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	<ul style="list-style-type: none"> -Offer Literacy classes, via LAP support, available for struggling students. -Provide students with feedback based on specific Reading claim data and develop in students the ability to self-assess their areas of need. -Provide interventions and opportunities for practice within the classroom setting that are Reading claim specific. -Provide vocabulary development opportunities through use of SIOP strategies by teachers. -Teach students about having a growth-mindset. -Focus on differentiation strategies for use in the classroom. 	September – June
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> -Provide texts that allow students at this level to access additional learning and have an expectation of higher level analysis. -Students can be provided above grade level texts to challenge their reading comprehension skill development. 	September -June
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<ul style="list-style-type: none"> -Departmental focus on various topics such as teamwork, growth mindset, and organization -Focus on specific expectations about what it means to be Safe, Kind, and A Learner -Staff presence in the hallways, tardy sweeps between classes to make sure students are in class on time, ready to learn -Study Club opportunities three days a week for student support -Student-focus groups to address concerns, poll students -Peer mediation program continued this year -Counseling and administration visits to classrooms regarding Harassment/Intimidation/Bullying. Other topics include: Online Safety, Healthy Relationships, and Signs of Suicide. -We also review our 30+ cameras we have in the building. We can review what is happening in the hallways, common areas, outside, etc. 	September- June

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	<ul style="list-style-type: none"> -Contract with Center for Human Services to offer counseling sessions for our students in need. -Use our Verdant grant to provide support through our dean of students, peer mediation program, assemblies, staff training, and family programs. -Attendance, behavior, and academic data review consistently throughout the school year to make sure all Level 1 and 2 students have been met with and have a success plan. -Weekly Problem Solving Team meetings to discuss attendance, behavior, and academic data. 	
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this goal.	<ul style="list-style-type: none"> -Whole staff study of the specific claims within the Reading and Writing standards. -Use of the text <u>Notice and Note</u> by staff. -Whole staff examination of reading strategies and use of technology to support this within instruction. -Provide analysis on specific targets within the Reading claim. -SIOP and UDL strategy analysis by staff members to use in the classroom for vocabulary and comprehension development. -Professional development regarding Homeroom data analysis and using data within Professional Learning Communities to identify gaps in learning and student needs. -Provide Culturally Responsive Practices professional development for our staff through the WEA and UW. -Canvas training for our staff to help communicate expectations and direction for students and parents. -NewsELA Pro training for all staff to help differentiate reading materials for students. -Hapara Focused Browsing to help students use their Chromebooks responsibly and productively. 	September - June
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	<ul style="list-style-type: none"> -Interim assessment training and focus for English and Math -Continued work with the Equity Team at AMS. -Book study of text: <u>The Power of the Adolescent Brain</u> by Thomas Armstrong, which is focused on strategies for teaching middle school students 	September - June

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	<ul style="list-style-type: none">-Purchase of a variety of books for staff to use that revolve around the 7Rs – Relationships, Relevance, Reflection, Responsiveness, Repetition, Retrieval Practice, and Reinforcement. Staff can check out or start a book study through our professional development library.-Professional development regarding the ACEs Program, Cultural Competency, Restorative Justice, Love and Logic, and how to support our students in trauma.-Focus on text: <u>Fostering Resilient Learners – Strategies for Creating a Trauma-Sensitive Classroom</u> by Kristin Souers with Pete Hall-Ongoing collaboration during staff meetings, department time, and after school. Strong PLC emphasis for analyzing data and determining next steps.-Menus of professional development for staff during Building Days, staff meetings, and department time.	
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