



School Improvement Plan

School Name: Alderwood Middle School

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

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:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	816	NA	Two or More Races	79	9.7%
American Indian/Alaskan Native	6	0.7%	English Language Learners	111	13.6%
Asian	139	17.0%	Homeless/McKinney-Vento	25	3.1%
Black/African American	44	5.39%	Low Income	407	49.9%
Hispanic/Latino	214	26.2%	Section 504	59	7.23%
Native Hawaiian/Other Pacific Islander	12	1.5%	Students with Disabilities	100	12.3%
White	322	39.5%	Student Mobility	31	3.8%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan: We will publish our School Improvement Plan on our school website, review it with our parents at our parent events and with our parent support organizations on a quarterly basis. We will also make sure our students and parents are utilizing programs such as Moby Max, various supplemental websites and our library's circulation to make sure our students are reading. Parents will also learn about Canvas and Skyward so they can have a closer look at what their students are learning at school. We will have parent representatives on our Equity Team and Site Management Team. We will also start a Student Council starting in October to get feedback and information from our students twice a month. We have and will continue to use data from the Parent Survey from Spring 2019.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection: We did not hit the target because of a variety of factors, namely a high absence rate and not effectively differentiating for student needs. We also need to make sure we have a guaranteed and viable curriculum for all of our students in order to support common planning, assessment, intervention, etc.
Whole School Goal	At least 65% of AMS students will pass the ELA SBA and also increase their ability to reason grounded in evidence, through written communication on the ELA SBA and on classroom based assessments.
Opportunity Gap Goal	Comparison Groups: Students who receive Free or Reduced Lunch and Students who identify as Hispanic or Latino. Each group needed to improve on the ELA SBA, 52% and 55% passing, respectively.

How has the progress described above informed your school's improvement planning for this school year?

We need to change the way in which we collaborate to support students. We must be more intentional and make sure we having critical conversations about what our students need to know, how we'll assess, and then support with intervention.

Collaboration should take place on a consistent basis to make sure we are analyzing student data on a frequent basis to ensure understanding and develop next steps.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

- 1. LAP - When provided Tier 2 support systems, students who received Math Support and Literacy services had substantially higher SBA passage and growth rates than students who did not receive extended support.**
- 2. Our ELA SBA Proficiency Rate for Asian students was 76.6%, which is an increase from the previous year and our highest WSIF score (9.4 out of 10).**
- 3. When analyzing 18-19 ELA SBA data, both the 7th and 8th grade student cohorts were able to demonstrate knowledge that was above the Proficiency Standard in being able to compose full argumentative texts. Students were able to write full arguments about topics using the complete writing process.**

Areas of Needed Growth

- 1. Our overall ELA SBA scores continue to flatline and not show growth. We had 57.8% passing in 2014-15 and had 57.8% passing in 2018-19.**
- 2. Many of our students are not coming to school on a frequent basis. Overall, 13.8% of our students missed 18 or more days in a school year. 22% of students receiving Special Education services missed 18 or more days last year, the most out of any subgroup. We want to make sure we have a safe, supportive, and positive climate for all of our students.**
- 3. Students who receive Special Education or ELL services are not showing appropriate growth according to the ELA SBA. According to the WSIF data, only 44.5% of our ELL students are making adequate progress on the ELPA21 test. Students who receive ELL services are in the 43rd percentile for growth when compared with their peers. Students who receive Special Education services are in the 40th percentile for growth when compared to their peers.**

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

- 1. We will intentionally set aside time for staff planning and to monitor progress. This will be implemented to allow for communication and collaboration between**

special education, ELL and general education classroom teachers in order to increase coordination between classrooms and content areas. We will spend our administrative directed Wednesdays working on professional development to support students. We will also intentionally devote time on Wednesdays to collaborate around student progress, especially for our subgroups who have not shown progress in the past. Our improvement focus will be to support our teaching staff's knowledge of various strategies for differentiation, SIOP strategies, and assessment strategies in order to move learning forward.

Since Collaboration Time stopped a few years ago, it has been difficult to make the time to collaborate where everyone can be together to analyze data, plan common lessons/units, plan interventions, etc. We have made it a goal to make sure our collaboration is taking place on a consistent basis in order to improve student learning, create positive relationships, and analyze our data.

C. Additional Data Required

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> 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:	

Section IV: Theory of Action

Theory of Action: All teachers at AMS will engage in a culture of professional inquiry and collaboration 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 show growth in their abilities to read, write, and speak grounded in evidence.

Our school will achieve this through intentional PLC and dept. 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.
- e. Builds positive teacher - student relationships as well as between students in order for students to support one another and create a positive climate for learning.

Rationale:

According to John Hattie's work regarding the greatest effect size or influences on student achievement, any area with an effect size of above 0.4 has the potential to actually accelerate student achievement. The following strategies that we are working on all have high effect sizes on student learning, growth, etc.

The primary focus, collaboration (referred to as "collective teacher efficacy" in Hattie's work) has a 1.57 effect size, which is the largest. This is why collaboration, PLCs, etc. are at the forefront of our work.

Here are the other effect sizes:

Effective instructional strategies and differentiation for struggling learners (scaffolding 0.82, retrieval of prior knowledge 0.93, learning goals 0.68, vocabulary focus 0.62, metacognitive strategies 0.6, etc.)

Common assessments i.e. evaluation and reflection 0.75

Monitor data i.e. feedback 0.70, responding to intervention 1.29

Cycles of inquiry, providing formative evaluation 0.48

Relationships with students: 0.52; positive peer influences 0.53

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. Whole School Achievement Goal(s) - We plan to see an increase in achievement on the 2020 English SBA for our 7th and 8th grade students, from 58% to 63%.

To help progress monitor this goal, we will use SBA Interim Assessments and common dept. assessments.

B. Opportunity Gap Goal(s): Hispanic and Low Income

We plan to see an increase in achievement on the 2020 English SBA for our

Hispanic/Latinx 7th and 8th grade students, from 41% to 47%.

We plan to see an increase in achievement on the 2020 English SBA for our Low Income students, from 49% to 54%.

C. Connections to Blueprint 2025:

Equity of Opportunity - Our plan is to ensure that each department is following a guaranteed and viable curriculum. Collaboration will take place in order to plan common assessments, curriculum, and interventions.

Strong Community - Our plan is to make sure that students are feeling welcome at AMS. We want all students to feel that AMS is a safe, supportive, and positive place to be.

High Expectations - All students will make progress in their ELA SBA scores as well as their ELA Interim Assessment performance.

Global Readiness - We will examine social and emotional curriculum and delivery model in order to provide students with the skills they need to be positive members of the community.

Culture of Kindness - We will have thoughtful reflection, analysis, and discussion around the book, Culturally Responsive Teaching and the Brain, in order to meet the needs of all of our students.

D. Connections to WSIF

1. Special Education - Our students receiving Special Education services will make progress on their ELA Interim Assessments and ELA SBA. Currently 9.4% of our students with IEPs pass the SBA and they perform at the 40th percentile for student growth. Our goal is for at least 18% to pass the SBA and at least the 46th percentile for growth.
2. ELL - Our students receiving English Language services will make progress on their ELA Interim Assessments and ELA SBA. Currently, 7.0% of our students with ELL services pass the SBA and they perform at the 43rd percentile for student growth. Our goal is for at least 16% to pass the SBA and at least the 50th percentile for growth.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Increase all instructional staff capacity to support our English learners	Our professional learning plan will focus on developing our collective understanding of language acquisition such as vocabulary development, SIOP strategies, and the related best practices for supporting students.	Ongoing through 2019-20 school year. We will use our Building Days as well as staff meetings to study SIOP and related strategies together.
Increase all staff's	All staff will take part in the	2019-2020 school year; we

cultural competency in order to meet the needs of all our students.	professional development for Culturally Responsive Teaching and the Brain by Zaretta Hammond	will utilize our Building Days and Staff Meeting Times to discuss the concepts in this text and create action plans
Devote time to intentionally meet in PLCs and within departments to ensure a guaranteed and viable curriculum is being implemented.	Staff will meet during Administrator Directed Wednesdays to meet as a PLC or department to plan together and review data to progress monitor for their classrooms, dept., and SIP.	Ongoing through 2019-2020; Admin-directed Wednesdays; inservice days scheduled by AMS

Plan for Years 2 & 3

2020-2021:

- Continued focus on increasing our capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners engagement with grade-level content.
- Continued focus on moving our PLC and dept. work forward in order to conduct cycles of inquiry and develop Tier 1 and Tier 2 interventions for our students.
- Continued analysis and review of the Culturally Responsive Teaching and the Brain text. Also identify a new book to use for a focus for our professional develop that centers around culturally responsive practices.
- Continued analysis of our focus on developing positive relationships in the classroom. Are students identifying the classroom and school climate as a place they feel safe and supported?

2021-2022:

- Grading practices -what can we do as a system to make sure we are standards-based and consistent within departments?
- Continued work in our PLC and departments and focus on collaboration to improve student learning.
- Continued focus on establishing positive relationships with and between students.

Section VII: Grade Level/Specialist/Department Goals

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

Student Learning Goal: To increase the ability to summarize nonfiction text.

We will measure this Formatively by: having students use the science summary tool to summarize nonfiction articles.

We will measure this Summatively by: Using common summary and scoring tools built within our collaboration team.

Action steps we will take to meet our goal: Directly teach the students how to find information in nonfiction science texts and how to use the tool to pull out the important components of a summary.

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, 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:

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

Grade Level/Department/Team: 7th and 8th Grade Counseling - Katherine Henson and Josh Webb

Student Learning Goal: 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 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:

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 - TJ Sullivan and Ashley Giri

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 Grade Literacy Class-- Mary Hereford, Terri Lewis, Katherine Ramsey, Kelsey Way, Deirdre Wright, 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:

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 – Kneeland, McCool, Treworgy, DeJoy, Timoll, Turcott, Nakanishi

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:

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, 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:

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 - Julie Walker, Lisa Boyle, Taylor Nakamura, Brad Monson, Julie Hornung

Student Learning Goal:

1. Students will demonstrate the knowledge and skills necessary to improve their health-enhancing levels of physical activity.
2. Students will demonstrate prosocial (being a contributing member to the success of my team) behaviors that contribute towards classroom culture.

We will measure this Formatively by:

Goal #1:

- Assessing the students through Fitness testing assessment, components of fitness, and performance tasks. Individual goal setting for specific physical activities. (verbal, written, peer to peer) Exit passes or self-reflection about the rate of exertion and or specific skills needed to improve physical activity.
- Real-life, measurable, student-driven goal setting activities for specific physical activities (or components) that measures starting point, goal setting, specific action steps needed to reach that goal, mid and post data collection along with self reflection.

Goal #2:

- Informal check ins with individual students
- Prioritizing peer to peer interactions during warmups and physical activities
- Intentional, strategic community building with health lessons in 1102
- Modeling prosocial, respectful ways of redirecting behaviors and reinforcing positive, community contribution
- Developing a student-created rubric that measures prosocial contribution to class
- Using student models to demonstrate community-contributing behaviors (leading warmups, providing feedback, supporting classmates, etc)

We will measure this Summatively by:

- Pre, mid, and post measured SMART goals for specific fitness components

- Student self reflection
- Teacher and peer-offered feedback
- Use of student developed rubric

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.
- Students will help develop prosocial rubric for assessing pro-social contribution

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.
- Use of fitness tracker apps as an alternative to PE make-up forms

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:

· 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 Canvas

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 Canvas

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

Students taking quiz and study the elements via Canvas /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)

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.

