



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Brier Terrace Middle School

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

School Mission: We strive to ensure ALL students are engaged and thinking critically at high levels and to push learning to standards and beyond so that we open doors for student's future. We work to inspire empathy in students so that they care for others and themselves.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	684	NA	Two or More Races	73	10.67%
American Indian/Alaskan Native	1	0.15%	English Language Learners	46	6.73%
Asian	101	14.77%	Homeless/McKinney-Vento	15	2.19%
Black/African American	41	5.99%	Low Income	210	30.70%
Hispanic/Latino	109	15.94%	Section 504	56	8.19%

Native Hawaiian/Other Pacific Islander	5	0.73%	Students with Disabilities	102	14.91%
White	354	51.75%	Student Mobility	17	2.49%

Student, Family and Community Involvement in Plan:

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

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

Opportunity Gap Goal:

ELA portion of SBA - Reduce the percentage of students not meeting standard by at least 10%.

<p>Whole School: 72% of 8th graders and 75% of 7th graders will meet standard hool 18-19: Compared to 66% of 8th graders and 68% of 7th graders meeting standard on the ELA portion of the SBA in 2019 , on the ELA portion of the SBA in 2019.</p>	<p>Last year 68% of all students met standard in ELA. This appears to show little to no growth in ELS. Also, ELA passing rates dropped slightly. Last year there was a great deal of disruption in leadership at BTM. Although teachers and teams were working together in small groups, the building as a whole was not unified in their strategies to address learning gaps, or instructional practice.</p>
<p>Opportunity Gap Goal: ELA portion of SBA - Reduce the percentage of</p>	

students not meeting standard by at least 10%.	
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How has the progress described above informed your school's improvement planning for this school year? Based on the work described below, the Staff have initiated work around creating a positive learning environment by building Restorative Practice throughout the school, including classrooms and common areas.

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. Staff has dedicated the bulk of their professional development time this year to training in Culturally Responsive Teaching. Teachers are developing understanding of best practices in regards to working with various cultural backgrounds and needs. Teacher teams are beginning to embed these practices in their daily work with students.**
- 2. Overall grade data shows only a mild over representation of Male receiving F, I, NC or U grades. Of 160 students total receiving these grades 61.88% were Male, while Female students represented 48.99%. This data indicates that grading practices are generally balanced between Male and Female students.**

Areas of Needed Growth

- 1. Our Hispanic students disproportionately earn F, I, NC or U grades in our overall course grades. Of the 160 students for whom these grades were earned, 44 (27.5%) were Hispanic. While there is disproportionality represented in other racial subgroups, Hispanics represent the largest gap. Hispanic students compose 16.23% of the overall population, making them severely over-represented in the data reports.**
- 2. Our students receiving Special Education Services are also disproportionately represented in overall course grades with 48 out of 160 (30%) receiving F, I, NC or U grades. Students receiving these services compose 15.07% of the overall student body and are therefore also severely over-represented in the data.**

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?

The unique circumstances that BTMS has experienced in the last year, as well as the data analyzed by the team determined the focus of our work will be on decreasing or eliminating the grade disproportionality among the Hispanic and Students receiving Special Education services subgroups.

In the 2018-2019 school year, BTMS began the year with a new Assistant Principal and mid-year was joined by a new principal to the building. This complete switch in administration created gaps in staff agreements, continuity of planning and questions around the vision and mission of the school.

While staff have historically engaged in professional development around best practices in the classroom, the climate is siloed in nature, primarily within departmental groups. Some teams have clear understanding and shared focus in their work, however others are struggling with integrating new curriculum, new staff and look to building leadership to help resolve the issue. Leaders are challenged to understand the impact of the historical issues while moving forward in coming to consensus around shared values. This process must include staff agreements on common practices as well as time to share, analyze and review the impact of the practices. The process should be intentionally be revisited in order to make revisions as well as to onboard new members of the staff.

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)		<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation)		
Student Group	Number Tested	Total Group	test	Percent Participated

Two or More Races	68	75	ELA	90.67
Two or More Races	67	75	MATH	89.33

We will focus on these populations of students (and all others) to ensure we contact families and support students and teachers to ensure that we provide every opportunity for students to complete the assessments and will be proactive in ensuring students are completing the exams. We will also investigate the causes of the below 95% participation for these students last year in order to avoid a repeat of this deficiency.

Section IV: Theory of Action

If we create a safe and energizing culture for learning for staff and students by learning about and implementing strategies and techniques for Restorative Practice and Social and Emotional Learning based on our learning; and if we establish expectations based on our learning and keep data on whether expectations are being met, and we analyze the data and adjust practice based on the data, we will create a learning environment that is safe and conducive to learning at high levels and ALL students will learn at high levels.

Rationale :

Because of all that has been stated above around the siloed staff culture, the Staff at BTMS need to build trust among themselves before we can focus on implementing change in instructional practice. We need to ensure there is a culture of trust and learning before we can move toward a specific academic focus. While we work on building this trusting relationship, we will continue to strive for excellent instruction, but our primary focus will be on creating a positive learning environment for students because doing this will require that we reestablish our common beliefs, vision, and mission. After we do this, our work together can be more powerful and effective for our students.

This practice also aligns with best practice described in Culturally Responsive Teaching and The Brain, which is another book we will study as a school team to address the needs of our Hispanic students.

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

Whole School 19-20:

Compared to 68% of students meeting standard on the ELA portion of the SBA in 2020 , 74% of students will meet standard on the ELA portion of the SBA in 2020 based on Homeroom Data.

Opportunity Gap Goal:

ELA portion of SBA – Increase the percentage of Identified Hispanic students meeting standard to 51% based on Homeroom Data.

Connections to Blueprint 2025 Metrics:

Our goal is to increase achievement in ELA .

Section VI: Action Plan

Plan for 2019-20 (Include those key actions you will take this year to reach your student outcome and adult practice goals.):

Key Improvement Action	Description	Timeline
Increase Instructional staff capacity to create a positive learning environment for ALL of our students, including our Opportunity Gap students.	We plan to Read, Study, and Implement the ideas from, <u>Better than Carrots or Sticks</u> , by Smith, Fisher, and Frey. Doing this will not only build a strong learning environment for students, it will increase cohesiveness and trust among staff and between staff and the Administration. We will gather data to determine if what we are doing is effective and take future steps in response to the data. After we establish this Cycle of Inquiry, we will be able to move toward other ideas and learning that will positively influence learning for our students, especially our Opportunity Gap students.	Ongoing through 2019-2020



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Plan for Years 2 & 3

2020-2021:

- **Continue to use Cycle of Inquiry to determine whether or not our work is effective. We will keep and analyze qualitative and quantitative data with this work. The idea is that we will build trust and transfer this cycle to other types of practice including other Instructional Practice focused on our Opportunity Gap Students.**

2021-2022:

- **We will continue the work above and possibly move toward more instruction practice with common instructional commitments that we can make to our learning community, such as Glad/SIOP strategies and techniques, and/or focusing on creating authentic instruction that allows exchange of ideas that moves student thinking toward standards and that creates higher level critical thinking.**

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Math

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.
Use “iReady” and “Stars” in Math to identify needs for intervention.
Interim SBA Assessments.

We will measure this summatively by:
SBA Data from Homeroom
Passing Grades





Action steps we will take to meet our goal:

Identify something we know about each student in our class outside of school.

Identify the academic needs of students.

Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:

IABs

STARS and iReady

We constantly use technology for students daily using Google Classrooms and/or Canvas

Grade Level/Department/Team: Humanities

Goal: All students will feel emotionally safe, engaged, and ready to learn in our classrooms.

We will measure this formatively by:

- Tracking tardies and failing grades
- Student survey

We will measure this summatively by:

- Reduction in tardies and failing grades
- Reduction in administrative behavioral intervention
- Student survey

Action steps we will take to meet our goal:

(Specific actions toward improving instructional practice must be part of the action plan.)

- Employing restorative practices within the classroom
- Structured opportunities for student-teacher/student-student relationship building
- Responding to specific needs indicated by students in the survey
- Student reflection
- Read *Carrots and Sticks*

Technology — this is how we will use technology to support meeting our goal:

- Google form for student survey
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Physical Education and Health Grades 7/8

Goal:

SG 8.1 Team Student Growth Goal:

The PE Department will create a positive learning environment so that students feel safe to learn and take risks. We will create positive relationships by knowing about our students' lives outside of school. This is an indicator of our efforts create a positive relationship with all of our students.

We will measure this formatively by:

Teacher lists of students and what we know about them outside of school, Teacher observation, peer feedback, student performance analysis, goal setting, data entry.

We will measure this summatively by:

Comparing student goals with performance over a period of time and analyzing growth data.

Action steps we will take to meet our goal:

We will know at least one out of school detail about each student on our roster and track that on our attendance sheets.

Additionally we will see better success around our academic goal which is that cardiorespiratory endurance will be our focus using Fitness Assessments such as the 3-2-1 Jump Rope Challenge, PACER and 15 Minute Run/Walk. Students will complete pre-assessments, set goals and complete multiple measures to reach their goal and show growth. The PE department will focus on creating a positive learning environment, by using peer observation/feedback and promoting goal setting. Through team meetings, collaboration, and analysis of student performance we will plan to promote student growth and achievement. The teaching team will meet at least one time per month to discuss progress, modifications to lessons, and methods to support students in this area.

Multiple measures, pre and post assessments, student logs, student goals, including all cardiorespiratory endurance assessments such as the 3-2-1 jump rope challenge, PACER, 15 minute run/walk, etc.

(Specific actions toward improving instructional practice must be part of the action plan.)

Technology — this is how we will use technology to support meeting our goal:

Student use of Chromebook, Google Classroom and/or Canvas and Welnet Focused Fitness software to submit feedback, goals, and chart progress.



Special Ed Department Goal

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:

Identifying sub groups in Student Growth Goals.

Use “iReady” and “Stars” in Math to identify needs for intervention.

Interim SBA Assessments.

We will measure this summatively by:

SBA Data from Homeroom

Passing Grades

Action steps we will take to meet our goal:

Identify something we know about each student in our class outside of school.

Identify the academic needs of students.

Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:

IABs

STARS and iReady

We constantly use technology for students daily using Google Classrooms and/or Canvas

Electives Department

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:

Identifying sub groups in Student Growth Goals.





We will measure this summatively by:

SBA Data from Homeroom

Passing Grades

Action steps we will take to meet our goal:

Identify something we know about each student in our class outside of school.

Identify the academic needs of students.

Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:

We use Technology including Kitchen appliances, Canvas, Google Classrooms, Videos from the Internet, Rocketry, 3D printers, etc.

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:

Identifying sub groups in Student Growth Goals.

Use “iReady” and “Stars” in Math to identify needs for intervention.

Interim SBA Assessments.

We will measure this summatively by:

SBA Data from Homeroom

Passing Grades

Action steps we will take to meet our goal:

Identify something we know about each student in our class outside of school.

Identify the academic needs of students.

Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:

IABs

STARS and iReady

We constantly use technology for students daily using Google Classrooms and/or Canvas





Science Department

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

**We will measure this formatively by:
Identifying sub groups in Student Growth Goals.**

**We will measure this summatively by:
Science Assessment Data from Homeroom
Passing Grades**

**Action steps we will take to meet our goal:
Identify something we know about each student in our class outside of school.
Identify the academic needs of students.
Use positive relationships to understand students**

**Technology — this is how we will use technology to support meeting our goal:
We constantly use technology for students daily using Google Classrooms and/or
Canvas**

