



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: College Place Middle School, Grades 7 – 8

Year: 2019 – 2020

Section I: School Mission, Vision, and Demographics:

Our College Place Middle School Community embraces students’ unique needs to develop their full potential and provides a positive and challenging environment fostering life-long learners and responsible citizens by teaching the mind and touching the heart.

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

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	428	NA	Two or More Races	41	9.58%
American Indian/Alaskan Native	6	1.4%	English Language Learners	63	14.72%
Asian	29	6.78%	Homeless/McKinney-Vento	18	4.21%
Black/African American	27	6.31%	Low Income	211	49.30%
Hispanic/Latino	132	30.84%	Section 504	25	5.84%
Native Hawaiian/Other Pacific Islander	5	1.17%	Students with Disabilities	68	15.89%
White	188	43.93%	Student Mobility	15	3.5%

Student, Family and Community Involvement in Plan:

Newsletter/Weekly emails/auto-generated mass email and phone call delivery
Establish CPM Equity Team
Skyward Training and weekly Skyward Checks in Cougar Achievement
6th grade Orientation
Back to School Night (formerly Curriculum Night)
Family events - Skate Night, Spaghetti feed, Movie Nights
Shared assignment calendar via Canvas and/or google calendar
Good News Postcards – hand written and mailed
Digital Good News Postcards – via email
Increased PSO partnership with community activities
Coffee with the Principal
Natural Leaders
Building Leadership Team (BLT) with parent and student input

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

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

<p>Goal: Teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores on formative classroom based assessments, ongoing progress monitoring and state based assessments (SBA).</p>	<p>Percent of positive student responses to school climate indicate 77% of students reported they felt teachers were caring about all students, 95% of teachers feel they exhibit caring for students,</p> <p>Percent of positive student responses to school climate indicate students feel that they have someone to talk to in the building (up 30%). Students have a very positive perception of support staff at our school.</p> <p>With one of the highest F/R rate of all comprehensive MS in district, and highest ELL and IEP %:</p> <ul style="list-style-type: none">Highest Grade 8 ELA scoresHighest Science scores for FRL and EL students <p>Special Education Students tested in MATH: 62 of 66 (93.94%) participation rate, this is an area of opportunity</p>
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How has the progress described above informed your school's improvement planning for this school year?

Intentional planning of culturally responsive teaching practices, professional development and Character Strong lessons during Cougar Achievement time to meeting the SEL of our students and staff. Bi-monthly student support team meetings to

discuss specific struggling students. Weekly FLEX reports to provide team with all grades of students failing one or more classes and attendance barriers.

Cougar Achievement (advisory type) period two times per week for students to check in with teachers, receive extra support, complete missing assignments, make up missed work.

LAP Math class push-in and pull-out support for Level 1 & 2 students to receive more intentional and focused grade-level curriculum. Cougar Learning Lab (CLL) is in the library three times per week after school with at least two staff members present each time to provide additional support. Additionally this school year, collaboration with tutors from Edmonds Community College and International Baccalaureate students to provide one-on-one support for students during CLL.

Section III: Needs Assessment

A. Areas of Strength

1. Ongoing review of data in February of 2020 and spring of 2020 to increase student placement in honors ELA, Math and standard STEM courses. Individual phone conferences with CICO support team and families to determine appropriate placement of incoming 7th graders 8th graders and transitioning 9th graders to the high school setting (registration)
2. CPM has a strong Science program that consistently supports all students' growth in learning to analyze scientific theory and makes claims based on evidence. Results from CCSS in Science, and state assessments show our students make positive growth of 60% or higher for each year with measures in Science, this includes English learners and students receiving FRL services.

Areas of Needed Growth

1. Ongoing review of STEM & Honors sections which have 53% of students as ethnically white compared to a total school demographic of 44% ethnically white, this is a disproportionality to offer more students of color access to Honors sections/curriculum.
2. Ongoing review of CTE & Honors courses with the number of Latinx student enrolled in honors at only 18% of the total student demographic of 30% identified as Latinx. Increased support to have more communication about the registration process, to reduce language barriers, and to improve strategies to reach more multi-lingual students and families.

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. Our analysis indicate needed improvement in community outreach, primary language support, culturally responsive teaching practices and brain development to improve instruction for our students of color to access more Honors curriculum. As CPM examined this concern, we identified three potential causes for our current results: A. self-selection of courses, B. previous pathways to Honors, C. limitations in course offerings. Our improvement focus will be to

support our families knowledge and skill development and to develop structures for more coordinated service to our students to have more access to advanced and Honors curriculum with more intentional focus of culturally responsive teaching practices.

C. Additional Data Required

State Participation Rate: 95% participation required

<p><input type="checkbox"/> Area of Strength (95% or more participation)</p>	<p><input checked="" type="checkbox"/> X Area of Opportunity (less than 95% participation)</p> <p>Special Education Students tested in MATH: 62 of 66 (93.94%) participation rate, this is an area of opportunity</p>
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p> <ul style="list-style-type: none"> • Offer students multiple options for testing • Offer students flexibility in timing of testing • Communicating w/students and families about the testing • Providing interventions during Cougar Achievement and Cougar Learning Lab for specific interventions • Supporting students with intermittent iReady and/or STAR assessment and building skills and confidence between each intermittent test • Working with students on the relevance of their education, SEL and CRT practices to increase test performance 	

Section IV: Theory of Action

Theory of Action:

IF College Place Middle School staff effectively establishes, fosters and manages a safe, positive learning environment by:

- Actively participating in professional learning around culturally responsive teaching practices; and
- Promoting environments that honor students’ lives, families and backgrounds; and
- Including families and community in developing meaningful ways to be engaged in school activities; and
- Keeping equity and equality as a lens for our work.

THEN

- Interactions between staff and students and among students will be uniformly caring and respectful so that students and families will feel respected and valued in the community; and
- Staff will acknowledge and honor students' individual cultures and experiences so that students will feel comfortable taking intellectual risks; and
- Students will become more actively engaged at school, as measured through various measures, such as (but not limited to): grades, assessment results, participation in clubs and activities, attendance at Cougar Learning Lab, analysis of weekly Flex report data.
- Families will become more actively engaged in the school community, as measured through various measures, such as (but not limited to): participation in volunteer opportunities, attendance at school events, accessing Skyward and Canvas accounts.

Rationale: To meet the SIP goal of understanding adolescent development, with culturally responsive teaching practices and to deepen understanding of student learning for the target population the Instructional Council and Equity team is collaborating on a book study on poverty and brain research. The BLT leaders will share their ongoing learning with staff with on going professional development.

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

A. Whole School Achievement Goal(s) —

ELA Goals:

7th grade For the 2019-2020 school year (October-May), seventh grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 45% of 7th grade students who did not meet standard on the 6th grade ELA SBA in 2018-2019, with an emphasis on the 50% of Black/African American 7th grade students and the 58% of the Latinx 7th grade students who did not meet standard on the 6th grade ELA SBA in 2018-2019. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

8th grade For the 2019-2020 school year (October-May), eighth grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 35% of 8th grade students who did not meet standard on the 7th grade ELA SBA in 2018-2019, with an emphasis on the 23% of Black/African American 8th grade students and the 44% of the Latinx 8th grade students who did not meet standard on the 7th grade ELA SBA in 2018-2019. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

Math Goals:

7th grade For the 2019-2020 school year (October-May), seventh grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage

families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores of the 51% of 7th grade students who did not meet standard on the 6th grade Math SBA in 2018-2019, with an emphasis on the 50% of Black/African American 7th grade students and the 63% of the Latinx 7th grade students who did not meet standard on the 6th grade Math SBA in 2018-2019. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

8th grade For the 2019-2020 school year (October-May), eighth grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 40% of 8th grade students who did not meet standard on the 7th grade Math SBA in 2018-2019, with an emphasis on the 29% of Black/African American 7th grade students and 66% of the Latinx 7th grade students who did not meet standard on the 7th grade Math SBA in 2018-2019. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

B. Opportunity Gap Goal(s):

Our Focus Group will be: students identified as EL, Latinx, Black/African American, or Free/Reduced Lunch, who did not meet proficiency on the 2018-19 Smarter Balanced Assessment.

C. Connections to Blueprint 2025 Metrics

35% of students responses to school climate indicate students reported they want more exploration of self and culture (SEL), reducing the learning gap of Latinx and Black/African American students in mathematics and ELA results.

Section VI: Action Plan

Action Plan for 2019-20

Key Improvement Action	Description	Timeline
Increased instructional staff capacity to support culturally responsive teaching practices by analysis best teaching practices via a cycle of inquiry within a PLC setting	<p>Building-wide professional development focused on supporting the target group of Free/Reduced, EL, IEP, Latinx, Black/African American students who are not meeting proficiency in ELA and mathematics SBA. Building-wide focus on critical vocabulary, particularly academic vocabulary in mathematics, in order to provide support in promoting mathematical thinking and reasoning.</p> <p>Building Leadership Team plan to lead staff-wide learning around culturally</p>	Ongoing 2019-20 SY

	responsive practices.	
PLCs, Equity Team and Instructional Council	<p>Small group activities focused on the SIP goal related to culturally responsive teaching practices.</p> <p>To meet the SIP goal of understanding adolescent development and to deepen understanding of student learning for the target population the Instructional Council team is collaborating on a book study on poverty and brain research. The leaders will share their ongoing learning with via professional development trainings.</p> <p>Equity team and counseling (CICO) team engaging in ongoing learning on attendance policies, trauma informed practice to better understand all students and those identified in the target population.</p> <p>Small group PLC work focused on sharing ideas and tools for increasing mathematical academic vocabulary.</p>	Ongoing 2019-20 SY

Plan for Years 2: 2020 – 2021 and Year 3: 2021 – 2022 School Years

Strategies for Instructional Improvement

- Deliver classroom instruction that utilizes a variety of language acquisition strategies for common academic vocabulary
- Deliver classroom instruction that utilize culturally responsive teaching practices.

Strategies for Improving our System

- Continue to be intentional about honors placements for all students
- Effectively implement a tiers of interventions for all students
- Utilize restorative practices to address student behaviors and discipline
- Implement Character Strong model for counseling to provide SEL access for all students.

Family & Community Engagement

- Participate in Quadrant Pop-Up Pantry for family support
- Continue quarterly Coffee Chat’s with the principal
- Establish Natural Leaders, Parents/Families as part of Building Leadership Team

Teaching and Learning Opportunities

- Create high-performing PLCs and to provide time and resources to support continuous cycles of inquiry

- Provide job-embedded professional development with language acquisition cycles, instructional technology and content lead professional learning sessions.

Section VII: Grade Level/Specialist/Department Goals

Humanities Department:

Goal: Between October 2019 and May 2020, 75-84% of the humanities students will improve their ability to analyze evidence to support a claim at standard as measured by “analysis of evidence” in written essays through CCSS aligned rubrics.

We will measure this formatively by:

- Measured by “analysis of evidence” in written essays through CCSS aligned rubrics.
- Reflective writings in response to culturally responsive strategies/readings/assignments.

We will measure this summatively by:

- Analysis of evidence in their written essays through CCSS aligned rubrics.

Action steps we will take to meet our goal:

- Collection and discussion of data to drive decision making process on how to meet our goal.
- Humanities teachers will collaborate to identify and implement culturally responsive strategies and family engagement strategies within the learning community in content based activities.
- Peer observation cycle during our planning periods.

Technology

- 1:1 Chromebooks, online exit tickets, Collections online, turnitin.com, Hapara, Google, Canvas, Kahoot, Newsela, library research resources, and other online resources.

Health and Fitness Department:

Between September 2019 and June 2020, 100% of our Health and Fitness staff will perform 2 sessions of Fitness testing (pre and post test) and collect data to track and support student growth as well as use data to drive curriculum planning.

We will measure this formatively by:

- Scheduling Fitness Testing in the group calendar for each teachers’ Fitness Unit.

We will measure this summatively by:

- PACER, Mile Run, Push-Up Test, Curl-up Test, Back-Saver Sit and Reach, Shoulder Flexibility Test

Action steps we will take to meet our goal:

- Meeting bi-weekly

Technology- this is how we will use technology to meet our goal:

- Data collection/reflection forms: Google Forms and Welnet

Special Education Department

Student Learning Goal: Between October 2019 and May 2020, our special education department will work to increase students' ability to advance skills in reading comprehension (CCSS ELA 7.RL.1; 7.RL.2; 8.RL.5; 8.RL.1; 8.RL.2; 8.RL.5) when engaged in

- (a) teacher directed
- (b) independent
- (c) computer assisted reading activities.

We will measure this Formatively by:

- Having the students do self assessment using self reflection (pre-assessments) of their reading and the teacher will also assess student present levels with teacher assessment.
- Teacher will also do an informal pre assessment with each student on their independent reading and set up a log for reading
- as well as the computer assisted pre-assessment to assess current levels.

We will measure this Summatively by:

- Teacher will assessment improvements in student capacity through higher scores in the monitoring tool
- Students capacity to read independently will be summatively assessed by conversations with students related to reading log.
- Teacher monitoring of the reading through computer assessments (STAR; Easy CBM; lexile)

Technology: testing will be conducted using district mandated STAR reading system; Easy CBM and other assessments.

Grades 7/8 Instrumental Music

Team Goal: Use more frequent formative and summative rhythmic assessment tasks to monitor student learning. Previously we have been using 1-2 assessment tasks per month--We will increase tasks to 2-3. We aim to have 90% of students achieve over 80% in each of the formative assessment tasks.

We will measure this formatively by:

- Weekly Entrance Quiz (have already begun these measurements)
- Teacher observation of performance of both written and clapped patterns, introduced progressively.
- Short, individual, informal performance assessments (usually 4 measures)

We will measure this summatively by

- Performance of ensemble literature that reflects rhythm progressions introduced, and formatively assessed in class.
- Written quiz incorporating collective concepts in November and April.
- Execution of rhythmic accuracy of concepts in selected performance repertoire.

Action steps we will take to meet our goal:

- Daily practice of Rhythmic Studies (10 minutes at the beginning of class) presented to students via a sequential rhythmic curriculum packet, appropriate by age level.
- Ensemble/Group examples isolated from performance literature, corresponding to the daily Rhythmic Studies.
- Teacher observation of performance of both written and clapped patterns, introduced progressively.
- Peer review and assessment of performance tasks

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

- Metronome over Bluetooth Speakers

STEM:

Between October 10, 2019 and June 1, 2020, Students in the STEM Foundations course will be able to successfully demonstrate their ability to build better structures when assessed by measurement, glue joint type, and weight held.

We will measure this formatively by:

- Check ins with students during their build time to ensure understanding of the concepts presented.

We will measure this summatively by:

- Assessing their ability to build a structure to a given measurement $\pm \frac{1}{8}$ inch and will test the structure in the Structural Stress Analyzer 1000.

Action steps we will take to meet our goal:

- Instruct the correct way to create effective glue joints.
- Assess measurement skills and provide support for struggling students
- Build three different structures to ensure growth among the students.

This is how we will use technology to support meeting our goal:

- Students will use technology to research different truss types on the internet and we will use the Structural Stress Analyzer 1000 for testing the structures that are created by our students.

EL Department Goal:

Between September and May, 90% of EL students enrolled in EL classes will improve their ability to define and utilize high-frequency Tier 2 academic vocabulary words. Based on [CCSS.ELA-LITERACY.L.8.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and ELP.6-8.8: determine the meaning of words and phrases in oral presentations and literary and informational texts.

We will measure this formatively by...

- Weekly exit tickets (on reflection form)
- Verbal/Written production of cloze sentences and original sentences

- Recording recognition of word in context (outside of English classes)
- Quizlet and Kahoot games for regular assessment and practice

We will measure this summatively by...

- End of Semester Quizzes/Tests (including matching, multiple choice, cloze sentences)
- Post-Assessment (self-assessment)

Action steps:

- Select Tier 2 Academic Vocabulary words
- Complete pre-assessment (self-assessment) of Tier 2 Academic Vocabulary
- Outline process for students to learn & teach vocabulary (including example, notetaking guide, Slides template, and rubric for assessment)

Technology:

- Students will create Google Slides presentations to teach their classmates new academic vocabulary words. We will also incorporate Quizlet and Kahoot to formatively assess student knowledge.

Science Department Goals 2019-2020

We as a department will look at best teaching practices in science, specifically centered around how to help students gain a deeper understanding around a scientific puzzling phenomena. Our goal is to have more students engaged in lessons and be able to make connections between concepts and build a deeper understanding of a complex phenomena.

We will measure this by:

- Teachers will be able to measure this by picking appropriate lessons based on where our students' understanding of the puzzling phenomena is (should students explore on their own more, be given direct instruction, write a summary table, or write up a CER, etc...)
- We will track student perceptions about how their ability to problem solve in science changed or didn't change over the year using a student perception survey.

Action steps we will take to meet our goal:

- Actions the Science department will take to meet our goal is to read from the AST book, other articles, collaborate with other schools to create a repertoire of best teaching practices that improve student engagement.
- We will record ourselves, visit each others' classrooms, and reflect on ourselves to share with the department to analyze our current teaching practices.

How Technology will be used:

- Technology will be used in several ways. We will have students conduct a student perception survey online multiple times per year. During our lessons with Amplify, simulations and some readings will be accessed on student devices. We will use technology to record ourselves teaching so we can watch and discuss with our colleagues. We will use google forms to make quick exit tickets for students for some of our lessons.

Math Department Goals 2019-2020:

Goal: Between September 2019 and May 2020, the math department will improve the classroom experience and academic growth of all students through common grading practices, category weights, shared planning documents and conversations around student learning in our PLC.

We will measure this formatively by:

- Pretests, quizzes, questioning, regular homework assignments, in-class student responses and surveys, practice tests, observations, student reflections, think-alouds, I-Ready, Llama, and SBA practice problems.

We will measure this summatively by:

- We will measure this summatively by chapter tests, pre- and post-tests and real world projects which integrate and assess the use of the Common Core State Standards (CCSS).

Action steps we will take to meet our goal:

- 2 Teachers are piloting the new district math assessment tools to better diagnose, track growth and identify, and fill in educational gaps in student math education.
- Friday flex day: review day, assessments, work days
- 3 lessons per week maximum
- Aligned Grading:
 - 60% Tests, 20% HW, 20% classwork - 7th grade Math
 - 60% Tests, 20% HW, 20% classwork - 8th grade Math
 - 70% Tests, 15% HW, 15% classwork- Honors courses (7H, Algebra & Geometry)
- Aligned Dept. Retake Policy:
 - Chapter Tests - No retakes, but tests corrections are available.
 - Test Corrections: Redo missed problems - showing your work - for ½ missed credit back.
 - Quizzes - May retake within a week of getting quiz returned.
 - Students get the score of the last quiz they attempt or their top score
 - Retakes occur during CA, study club or CLL.
- Aligned Dept. Grading policies
 - Assign partial credit for partial understanding on tests/quizzes
 - HW is mostly graded on effort & showing your work.
- Pullout for additional support with Susan R. and CLL

Technology -

- Teachers will use technology in the classroom, striving to move up the SAMR model by using Canvas,

Online books, I-Ready diagnostic, Math apps, videos and online tech support when appropriate.

Counseling Department: Student Learning Goal: Our counseling department will work to increase positive school climate by implementing the Character Strong program as a Tier 1 intervention for all students.

We will measure this Formatively by:

- Collect qualitative data from students and staff regarding their participation and perceptions of the Character Strong Program.

We will measure this Summatively by:

- We will survey students during CA using google form, after completion of the 8 essential character traits measuring student's perception of school climate and knowledge of the 8 essential character traits.

Action steps we will take to meet our goal:

- Staying current with Character Strong program changes by monitoring Character Strong website, reading Character Strong blogs and accessing Character Strong webinars when available.
- Create a Character Strong Committee to continue implementation rollout.
- Collaborate with Character Strong Committee to train staff on the Character Strong program and introduce weekly staff Character Dares. Email staff the weekly Character Dare and check in with staff throughout the year regarding their progress on the dares.
- Collaborate with Character Strong Committee to put on beginning of year assembly introducing the Essential 8 character traits and relationship building activities.
- Using our CPM Counseling Canvas, provide Character Strong monthly information, including daily character dares.
- Email parents Character Strong Newsletter 2-4 times per year.
- Provide daily Character Dares for students through morning announcements and CPM counseling canvas.
- Provide monthly Character Focus videos to be shown to all students during Cougar Achievement.
- Collaborate with Leadership class to promote Character Strong and the Cougar Cash recognition program with the Student Store.

This is how we will utilize technology to meet our goal: We will utilize our CPM Counseling Canvas to share the following information with students and staff:

- Monthly Character trait videos
- Daily Character Dares

In addition, we will utilize Google Forms to collect summative student data.

Visual Arts Goal Art students will learn the seven basic elements of Art and incorporate them into their work and reflections.

We will measure this formatively by:

- Single-skill projects, reflection

We will measure this summatively by:

- Multiple-skill, complex projects.



Action steps we will take to meet our goal:

- Collaboration with other district Art teachers, ArtofEd online lessons.

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

- 1:1 Chromebooks, Canvas, YouTube, Digital photography.

World Language: Spanish: Students will develop basic communicative skills in Spanish

We will measure this formatively by:

- Exit tickets, online practice, casual, focused conversation.

We will measure this summatively by:

- written exams, oral exams, dramatic enactments.

Action steps we will take to meet our goal:

- Tutorials to learn how to best utilize the online VHL features and tools.

Technology:

- 1:1 Chromebooks, online exit tickets and surveys, Hapara, Canvas, Kahoot, YouTube, Video chat, VHL online textbook.