



School Improvement Plan

School Name: Terrace Park Elementary and Challenge Elementary
Year: 2019 – 2020

Section I: School Mission, Vision, and Demographics:

School Mission: Terrace Park School includes the students in the neighborhood school of Terrace Park Elementary and students identified as Highly Capable in Challenge Elementary from the Edmonds School District. Both schools work together and are considered Terrace Park School. Our collective mission is to equitably provide a culturally receptive environment with intentional, responsive academic and social-emotional learning opportunities. Together we will monitor, support, and celebrate each student’s growth.

School Vision: The Terrace Park Community believes that all students can be socially and emotionally aware citizens, critical and reflective thinkers, and mindful communicators while achieving their highest academic potential.

School Demographics:

Terrace Park Elementary (Neighborhood students)

| Group | Number of Students | % of Students | Group | Number of Students | % of Students |
|--------------------------------|--------------------|---------------|---------------------------|--------------------|---------------|
| Enrollment (October) | 302 | NA | Two or More Races | 39 | 12.91% |
| American Indian/Alaskan Native | | | English Language Learners | 47 | 15.56% |
| Asian | 31 | 10.26% | Homeless/McKinney-Vento | 8 | 2.65% |
| Black/African American | 22 | 7.28% | Low Income | 112 | 37.09% |
| Hispanic/Latino | 53 | 17.55% | Section 504 | 15 | 4.97% |

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|---|------------|---------------|-----------------------------------|-----------|---------------|
| Native Hawaiian/Other Pacific Islander | 7 | 2.32% | Students with Disabilities | 53 | 17.55% |
| White | 150 | 49.67% | Student Mobility | 15 | 4.97% |

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

Challenge Elementary (Highly Capable students from throughout the District.)

| Group | Number of Students | % of Students | Group | Number of Students | % of Students |
|---|---------------------------|----------------------|-----------------------------------|---------------------------|----------------------|
| Enrollment (October) | 315 | NA | Two or More Races | 31 | 9.84% |
| American Indian/Alaskan Native | | | English Language Learners | 2 | 0.63% |
| Asian | 102 | 32.38% | Homeless/McKinney-Vento | 3 | 0.95% |
| Black/African American | 15 | 4.76% | Low Income | 37 | 11.75% |
| Hispanic/Latino | 13 | 4.13% | Section 504 | 31 | 9.84% |
| Native Hawaiian/Other Pacific Islander | | | Students with Disabilities | 18 | 5.71% |
| White | 154 | 48.89% | Student Mobility | 4 | 1.27% |

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

Student, Family and Community Involvement in Plan:

We have rich and numerous opportunities for families to engage at Terrace Park Elementary. We are working to increase parent and family engagement around student learning as well as engage our families in building a stronger community as a whole. Strategies include two-way communication between school and home around student progress and to help families stay informed of what is happening at school. We have an Equity Committee made up of staff and families that is committed to increasing family engagement of underserved populations and closing the achievement gap identified in the School Improvement Plan.

We have a very supportive Parent Teacher Association (PTA) that supports all of our students in both schools. Additionally we have a Challenge Parent Association (CPA) that hosts events to encourage community and educate families about Highly Capable students and their needs.

All of our parents work together to support evening events and the learning happening in school every day. Evening events at school include Curriculum Night, Math Night, Culture Night, S.T.E.A.M. Night, and Art Walk. Classrooms have events throughout the year as culmination of learning, including our building wide Culture Night where students learn and share about an aspect of their family culture. Plus, many other writing celebrations and projects across the school.

We host several evenings for prospective families to come and learn about the school, including a Kickoff to Kindergarten, a Back to School Event, and an informal “Coffee and Donuts” at the beginning of the school year.

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

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

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| <p>Goal (restate the goals, whole school and opportunity gap group goals)</p> | <p>Narrative Reflection: In developing our School Improvement Plan, we analyzed last year’s goal for student achievement in Terrace Park Elementary and in Challenge Elementary. At Terrace Park School, we had fewer students meet standard last year, as measured on the SBA, than the previous year. In 2018, we had 52% of the students successful in meeting standard in ELA. In 2019, 50.7% of the students met standard on the SBA in ELA. Our goals were not met and upon reflection, we believe in the future we need to continue to refine our conceptual understanding of K-6 literacy practices and assess what materials our teachers need to fill our reading curriculum gaps. We need professional development to implement Reading Workshop in all of our classrooms, while continuing to learn and use culturally responsive practices and trauma informed practices. In anecdotal data gathered from staff we learned that there is work to do in vertically aligning practices and curriculum. Additionally, there is a need for materials, structures and instruction to move small group and individual learning forward so that students succeed.</p> |
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How has the progress described above informed your school’s improvement planning for this school year?

In 2019, we compared 3rd – 6th grade Terrace Park Elementary student’s SBA results in ELA to the previous year. In 2018, we had 52% of the students successful in meeting standard in ELA. In 2019, 50.7% of the students met standard on the SBA in ELA. However, in looking at Cohort data, 5th grade had 65% of the students meeting standard and 6th grade had 59% of the students meeting standard. During that same year, 2019, 96.2% of the students in Challenge Elementary met state standard for their grade level in English Language Arts on the SBA.

Our students with Disabilities have 16.5% proficiency rate in ELA and students identified as English Language Learners have the lowest proficiency rate at 6.7% at Terrace Park Elementary. In Challenge Elementary the Overall Framework from the state doesn’t segregate these student groups. In Terrace Park, we have looked at our progress in eliminating the achievement gap between students receiving services for disabilities and students of different ethnicities to understand how we can respond to close the gap. The gap develops early and then students need to make more than a year’s progress to close the gap.

This school year, Terrace Park Elementary has continued to conduct a needs assessment to determine what supports we need for students not meeting grade level standard. Based on our data analysis, we have identified three specific areas to target for growth.

1. We will support students being served for a disability or in EL by learning about and implementing high leverage instructional practices for these students.
2. Students learning English and students with reading disabilities benefit from continuous and strategic practice of listening, speaking, reading, and writing. We will learn about and consistently implement high level strategies and practices to support questioning for all students, specifically we want to see students pose and respond to specific questions to clarify or follow up on information in reading which will lead to higher reading comprehension.
3. We will learn and implement strategies to support Trauma Informed Practices and Culturally Responsive Practices.

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

In the Washington School Improvement Framework data, Terrace Park Elementary had consistently strong growth from 2016 to 2018 as measured by the Smarter Balanced Assessment (SBA) for 3rd - 6th grade students. In the Overall Framework Score for All Student Groups, more than half of the students (5.7) made growth. There is an identified strength in our Black/ African American students (7.5) made growth and 62.1% of our Asian students met standard in ELA. The percentage in Asian and Black/ African American student groups was higher than the "All Students" student group in ELA in 2016- 2018. In Challenge Elementary, 96.2% met standard in English Language Arts on the 2019 SBA.

Areas of Needed Growth

In our needs assessment, we have determined areas of needed growth. Our problem of practice at Terrace Park Elementary is based in a variation in performance in ELA over time. We have explored the causes of students' successes and failures using ESSA data, Homeroom data, Staff Surveys, Family Engagement Survey, an analysis of why we are getting our current outcomes, a Fishbone Diagram. We asked, why do we get the outcomes that we currently have. We analyzed data from SBA, Acadience, classroom-based assessments, and surveys. Based on the 2019 SBA, 50% of "All Students", 13.6% of our students with "Disabilities", and 9.5% of our students that are "English Language Learners" met standard in ELA. In looking at three years of data on the Washington School Improvement Framework, we found that ELA Growth Score for English Learners and for Students With Disabilities was low in both Challenge Elementary and Terrace Park Elementary.

- 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 rising problem of practice for both TPE and Challenge is the variation in performance and lack of a year's growth of our Students with Disabilities and our EL students in ELA. We need to continue to refine our conceptual understanding of K-6 literacy practices and research, while using culturally responsive practices and trauma informed practices that engage our EL students and Students with Disabilities. EL students benefit from continuous and strategic practice of listening, speaking, reading, and writing. In fact, of the approximately 80,000 questions the average teacher asks annually, 80% of them are at the literal level (Gall, 1984; Watson & Young, 1986). This is especially problematic with English learners. There is clear evidence that teachers tend to do most of the talking in class. As students are acquiring proficiency in English, they need to be exposed to higher-order thinking questions and tasks. The findings of the National Literacy Panel on Language Minority Children and Youth (August & Shanahan, 2006) revealed the important relationship between oral proficiency in English and reading and writing

proficiency. Specifically, reading comprehension skills and writing skills are positively correlated with oral language proficiency in English (Geva, 2006). Proficiency in ELA for all students is promoted when teachers ask questions that promote critical thinking (Fordham, 2006). To address these causal factors and move our systems improvement forward, we believe we need to know and use research based instructional practices in ELA, high leverage EL Instructional practices, and trauma informed practices. We need to examine our beliefs and be culturally responsive in our strategies and instruction.

Our Leadership and 23.5% of the teaching staff report they have Sheltered Instruction Observation Protocol (SIOP) training. However, 35.3% have not completed training for EL practices. Therefore, the strategies that research shows is effective for ELs is used sporadically. Some of our staff report that they use the following strategies on a regular basis; content and language objectives clearly stated, key vocabulary emphasized and reviewed, frequent opportunities for students to interact and discuss, sufficient wait time for student responses. Staff would like more training in intermediate vocabulary building and chunking, GLAD training, time to plan to ensure implementation, and help in developing reading comprehension and self-confidence as readers.

To address these causal factors and move our systems improvement forward, we believe we need to know and use research based instructional practices in ELA, EL Instructional practices, and trauma informed practices. We need to examine our beliefs and be culturally responsive in our strategies and instruction.

The current EL system is not integrated into the teaching and learning as a whole. Our EL teacher is pulling out and pushing in the students that are most in need; however, the teachers in the classroom teaching reading have the most access to students. In Terrace Park and Challenge, our survey of staff indicates that a large number of teachers haven't been trained in strategies to support ELs; therefore, consistent strategies are not being used across grade levels. Teachers lack the tools to put interventions in place to support students. Additionally, our reading curriculum has gaps that are being addressed but are not in place at this time.

C. Additional Data Required

State Participation Rate: 95% participation required

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

D. Third Grade OSPI Literacy Expectation:

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|---|--|
| <p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> | <p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.) Plan is required: YES ☒ NO ☐</p> |
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If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: 78%
Listening: 73%

Writing: 66%
Research/Inquiry: 69%

Section IV: Theory of Action

Theory of Action:

IF we, as staff, refine our conceptual understanding of culturally responsive practices, trauma-informed instruction and ELA practices and IF we commit to learning about, implementing questioning strategies, and student discussion techniques THEN we will see a higher engagement of students in class discussions and higher reading comprehension and higher academic levels in English Language Arts as shown by the SBA.

Rationale:

Successful learners know how to use question-asking to help them construct meaning while they read (Taboada & Guthrie, 2006). Teachers will engage in cycles of inquiry to further study and implement best practice for all students in ELA, specifically students with disabilities and students receiving EL services. As teachers learn and implement culturally responsive practices, trauma-informed practices, and EL best practices, students will be able to pose and respond to or discuss specific questions to clarify or follow up on information in reading and therefore they will have higher reading comprehension. One principle in Sheltered Instruction (SIOP) is to provide ample opportunities for English learners to practice using academic English. Sheltered Instruction supports content learning for all students, but is essential for the success of English language learners. Classroom teachers will apply culturally relevant instruction methods and increase their literacy development as they work with students with disabilities and students learning English but these techniques and strategies are best practice for all students.

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

Because of our actions, we expect to see improvement on the Smarter Balanced Assessment (SBA), which will mean more students, will reach grade level standard on the English Language Arts (ELA) assessment on the Smarter Balanced Assessment (SBA). In 2019, 50.7% of the students met or exceeded grade level standard. This included 3rd, 4th, 5th, and 6th grade students. Our achievement goal for all students is to have 3% more students achieving grade level standard per year.

On the Smarter Based Assessment (SBA) in 2019, 13.6% of the students with disabilities and 9.5% of the students receiving English language instruction met or exceeded grade level standard in ELA or English Language Arts. This included 3rd, 4th, 5th, and 6th grade students. Our achievement goal for 2020 is that “All Students” and each subgroup will have 3% more students achieve grade level standard. This includes our target group, which would mean 17% of students with disabilities and 13% of students receiving English language instruction would achieve or exceed grade level standard.

Our School Improvement Plan (SIP) connects to Blueprint 2025 directly as we ensure all students have bright futures including our students receiving services in EL or Special Education. We are working to remove barriers to success and ensure equitable access to all students. Additionally, we have high expectations for all students to reach their highest potential with strong academic growth.

**Section VI: Action Plan
Plan for 2019-20:**

| Key Improvement Action | Description | Timeline |
|---|---|---|
| Continue to learn about and practice Culturally Responsive Teaching Practices and Trauma Informed Practices | <p>Professional development for supporting students with Culturally Responsive Practices and Trauma Informed Practices</p> <p>Finish Book Study (Chapter 5 – chapter 12) with Culturally Responsive Teaching Practices</p> <p>Engage in conversations and PD around implicit bias</p> <p>identify student and family engagement opportunities to increase student achievement</p> | Ongoing through 2019 – 2020 school year during staff meetings and building time |
| Continue to learn and use high level EL strategies and strategies that are best practice for students with disabilities | <p>Professional development opportunities in GLAD, SIOP, and Reading for all staff.</p> <p>Develop collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.</p> | Ongoing through 2019 – 2020 school year during staff meetings and building time |
| Teachers will learn and increase the use of high level reading strategies for engagement and questioning | Professional development opportunities in the use of questioning strategies, student discussion, and reading comprehension. | Ongoing through 2019 – 2020 school year during staff meetings and building time |
| Build trusting relationships between the school and families | <p>Staff attend PTA/ CPA meetings</p> <p>Schedule and Increase family participation on the Equity Committee</p> <p>Review goals of Equity Committee</p> | Monthly October – May of 2019 – 20 school year |

Plan for Years 2 & 3: Provide additional training to staff in reading, such as small group balanced reading structures, GLAD. Use SIOP High Leverage Practice Indicators, Questioning Strategies, and student discussion strategies for all students. Implement consistently the strategies learned in year 1 & 2.

2020-2021:

- Continued focus on increasing 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.

2021-2022:

- Continued focus on increasing capacity to support students in reading with additional work around Social-Emotional Learning and Culturally Responsive Teaching Practices

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation

Third Grade OSPI Literacy Expectation
(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)

| <i>Intensive Reading and Literacy Improvement Plan</i> | <i>Description of Intervention Practices</i> | <i>Progress Monitoring Schedule</i> |
|---|--|--|
| <p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Utilize Instructional Coaching – Our Building Coach will work with staff to use best practice and high leverage strategies for Reading. <input checked="" type="checkbox"/> Targeted work on reading within the School Day – Students that are below standard will have increased time working on reading in small groups with the teacher. <ul style="list-style-type: none"> <input type="checkbox"/> Before and After School Programs <input checked="" type="checkbox"/> Family Involvement at School (and outside of school) – Teachers will meet with families to form a partnership so that both at school and at home students are supported and learning to read at a high level. <input checked="" type="checkbox"/> Targeted Professional Learning – Time will be spent with staff learning about high advantage reading strategies and practices. <input checked="" type="checkbox"/> Professional Learning Communities – Teachers will work in grade level teams to look at their practice and engage in cycles of inquiry. <ul style="list-style-type: none"> <input type="checkbox"/> Tutoring <input type="checkbox"/> Other: | <p>Administer a Running Record for students not meeting standard 3x a year. Meet with 3rd grade teachers to review progress and interventions. Teacher – Parents meet at conferences in Oct. and March to monitor progress and communicate throughout the year.</p> |
| <p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p> | <p>Time and structures are provided to transition students in the spring. Student information is shared including individual student reading level and services received. Then in the fall, teachers receive information on testing, 504 plan accommodations, and IEP accommodations.</p> | <p>Staff Meeting in the spring, fall information, 504 and IEP meetings</p> |

| | | |
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| <p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p> | <p>Classroom teachers implement reading workshop with students and provide practice materials for support at home. Teachers send communication home to keep families aware of their student's progress.</p> <p>Classroom teachers conference with families in October and March and communicate throughout the year.</p> <p>Families of students that qualify for LAP Services are notified in a letter describing the LAP services. Students are progress monitored every month with progress communication sent to families three times a year. Tips are provided to families with help for strengthening reading skills at home. Translation into home language is available when needed.</p> | |
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Section VII: Grade Level/Specialist/Department Goals

**Terrace Park Elementary and Challenge Elementary
Year: 2019 - 2020**

School Goal: IF we, as staff, students, and community, continue to refine our understanding of Culturally Responsive Practices and Trauma Informed Practices as well as commit to learning about and implementing questioning strategies and student discussion strategies, THEN . . .

Terrace Park Elementary

Goal for Kindergarten: Then by May 2020, Kindergarten students will be able to ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3).

We will measure this Formatively by: Teacher observation - partner talks (engage with and evaluate partner work), frequency of asking questions, and ability to explain their understanding and thinking, and ability to attend and persist in solving problems, exit tickets to check student understanding, classroom discussion rubric - students developing questions and responding and building on to other students questions.

We will measure this Summatively by: Running record comprehension scores, year end Kindergarten comprehension test (Benchmark)

Action steps we will take to meet our goal: Teach about having a classroom and personal culture of learning (Second Step Learning Skills), implement sentence stems using to use to develop higher order thinking, refine and use our rubric for observation of classroom discussion, teach and model active listening.

Technology-This is how we will utilize technology to meet our goal: Use programs such as Raz Kids, Mystery Doug, 3 Act tasks and code.org to encourage asking questions and solving problems within our curriculum. Use Seesaw activities for questioning within Science, Math, and ELA



Goal for First Grade: Then, by April, 2020 our first grade students will show growth in their ability to pose and respond to questions to show understanding of reading, clarify and/or follow up on information gained from reading, leading to growth in reading comprehension.

We will measure this Formatively by: Exit tickets, reading response activities, running records, and anecdotal notes through interviews and observation of students

We will measure this Summatively by: A running record assessment to be administered at least twice a year

Action steps we will take to meet our Goal: We will teach questioning and response strategies through the use of tools such as The Reading Strategies Book (Jennifer Serravallo, Heinemann), The Common Core Companion: The Standards Decoded (Taberski and Burke, Corwin Literacy), and Second Step: Skills for Social and Academic Success (Committee for Children). We will also practice listening and speaking skills through Responsive Classroom techniques, such as Morning Meetings.

Technology: We will utilize technology to meet our goal through the use of such programs as Reading A-Z and PebbleGo. We will also introduce Seesaw as a means of responding to questioning tasks.

Parent/Family Involvement: We will share progress with parents at conferences. We will share tips for encouraging questioning at home.

Goal for 2nd grade: Then by the end of April 2020, all 2nd grade students, especially students reading below grade level expectations will be able to pose and respond to specific questions to clarify or follow up on information in reading and then we will see higher reading comprehension.

We will measure this Formatively by: Teacher created checklist, teacher observations and anecdotes, questioning during reading, questioning rubrics, pre-assessments.

We will measure this Summatively by: Comparing Running Records Comprehension levels before implementing strategies and after implementing strategies. If students are still unable to successfully complete the learning goal and/or show growth, they will continue working formatively with the teacher and be re-assessed.

Action steps we will take to meet our goal: We have discussed and selected as a team the above growth goal and measurements. We will learn about and implement reading and questioning strategies that will increase reading comprehension. We will evaluate 2nd grade students in reading comprehension.

Technology-This is how we will utilize technology to meet our goal: We will use Raz-Kids, Mobymax to supplement the benchmark reading curriculum.

Goal for 3rd Grade:

Goal: Then, by April 2020, 3rd grade students will demonstrate greater proficiency in engaging in meaningful discussions with their classmates and will improve their reading comprehension.

We will measure this Formatively by: Informal teacher observations and checklists to document each student's participation and progress involving classroom discussions.

We will measure this Summatively by: Pre and post student survey to measure each student's opinions on how well they are able to participate in class discussions. Pre and post checklist measuring the level of engagement and participation in small-group class discussions.

Action steps we will take to meet our goal: Teach specific techniques and strategies that promote active participation, posing of questions, and providing thoughtful ideas and responses during classroom discussions.





Conduct small-group discussions to build confidence, rapport, and provide support and scaffolding for more reluctant participants. Provide adequate think time, as well as sentence stems, to promote thoughtful discussion. Show examples and discuss the hallmarks of productive discussion, active listening, respectful disagreement, adding-on to another's ideas, and asking focused questions.

Technology-This is how we will utilize technology to meet our goal: We will show videos to our students to demonstrate desired class discussion norms and skills. We will ask our students to use Seesaw to record themselves practicing desired class discussion norms and skills. Use Padlet, or other similar app, to post and share student opinions related to classroom discussions.

Goal for 4, 5, 6 grade: Then by April 2020, intermediate grade students will be able to pose and respond to specific questions to clarify or follow up on information in reading and then we will see higher reading comprehension.

We will measure this Formatively by: Observation of classroom discussions (either in reading partnerships or whole group), responses to specific writing prompts across all subjects areas.

We will measure this Summatively by: Individual student Running Record assessments.

Action steps we will take to meet our goal: Intentionally teach sentence stems that enable students to engage in active listening and conversational skills. Collaboration will be centered on finding rich texts that engage student discourse, sharing strategies that enhance questioning, and reflect on classroom discussions.

Technology-This is how we will utilize technology to meet our goal: We will use google classroom for writing responses and internet resources (such as Readworks, Common Lit., and Jr. Scholastic). Google docs will also be used to promote conversations.

Challenge Elementary

Goal for First and Second Grade: Then by April 2020, first and second grade High Cap students will be able to pose questions, respond to specific questions with evidence from the text, and display higher comprehension skills.

We will measure this Formatively with: a combination of teacher observation, Exit Tickets, and student self-reflections.

We will measure this Summatively with: Running Records and Student Written Responses to literature (CIA)

Action steps we will take to meet our goal: We will use a combination of Junior Great Books using Socratic Seminar to develop questioning and responding; use JGB to foster higher-level student questioning. We will use CIA curriculum to foster deeper levels of reading comprehension, as well as written expression of that comprehension; and explicitly teach sentence stems that students can use for responding to questions.

Technology-This is how we will utilize technology to meet our goal: The use of technology will include, but not be limited to: Newsela, technology as a format for sharing student thinking/understanding, and as a resource for building understanding through research.

Goal for 3rd Grade: Then by April 2020, 3rd grade students will be able to pose and respond to specific questions to clarify or follow up on information in reading and then we will see higher reading comprehension.

We will measure this Formatively by: Using teacher created graphic organizer with sentence stems.

We will measure this Summatively by: Using teacher created graphic organizer with sentence stems.

Action steps we will take to meet our goal: We will choose four articles from Scholastic News and use a similar teacher-created graphic organizer with question/sentence stems. Two will be formative and two summative.





Technology-This is how we will utilize technology to meet our goal: We will use the Scholastic News Online for content.

Goal for 4th Grade: Then by April 2020, 4th grade students will be able to pose and respond to specific questions to clarify or follow up on information in reading and then we will see higher reading comprehension.

We will measure this Formatively by: Teacher observations of whole class, small group, and turn and talk conversations.

We will measure this Summatively by: Running records and reading journals

Action steps we will take to meet our goal: We will teach, model and use questioning and discussion stems to guide our students. We will implement these across all content areas, including during Socratic Seminars. Students will be taught mini lessons and use both primary and secondary sources to develop clarifying questions.

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

We will use numerous technology sources including Google Classroom, Google documents and forms, Newsela, Scholastic News, and Metimeter.

Goal for 5th Grade: Then all students will be encouraged to contribute to the discussion and enlist the assistance of other students to ensure this outcome.

We will measure this Formatively by: High level of student participation in the discussion and focus on reasoning exhibited by students in discussion both in give-and-take with the teacher and classmates

We will measure this Summatively by: Teacher steps out of the center of discussion to mediate as students drive the conversation, providing evidence to support ideas, while moving discussion forward. We will use questions of high cognitive challenge are formulated by both students and teacher.

Action steps we will take to meet our goal: Utilize shared inquiry for high order thinking - regardless of specific curriculum - to teach students how to actively listen, add on to conversation, provide evidence to support reasoning, and the ability to agree to disagree. Learn that there can be more than a single answer.

Technology-This is how we will utilize technology to meet our goal: In preparation for shared inquiry, think about topic at hand, develop claim supported with evidence. Conduct research to explore topic under discussion

Sixth Grade Goal: Then students will be able to pose and respond to questions to clarify, synthesize, and demonstrate higher-level thinking.

We will measure this Formatively by: Observational data and student surveys and reflection

We will measure this Summatively by: Observational data of student participation, student surveys, and reflection

Action steps we will take to meet our goal: Learning about questioning and discussion strategies, Explicit lessons on types of questions and stems for responding, community building, SEL/CRT to build trust within the classroom so students feel safe to build academic risk, and student monitored assessment.

Technology-This is how we will utilize technology to meet our goal: Student Chromebooks, Google surveys, classroom projections, videos





Goal for Learning Support: Then by April 2020, Learning Support students will be able to respond to open-ended questions and engage in higher-level discussions with some mediation by the teacher and we will see higher reading comprehension.

We will measure this Formatively by: Teacher observations of conversations and responses.

We will measure this Summatively by: Acadience retells. Running Records.

Action steps we will take to meet our goal:

- Teach what high quality questions entail.
- Provide sufficient time to respond to questions.
- Use sentence stems as a scaffolding in encouraging appropriate discussion.
- Invite all students' viewpoints to be heard.
- Enable and encourage students to engage in discussion directly with each other.
- Teach students how to invite comments from their classmates during a discussion.

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

Use Chromebooks to have students summarize discussions.

Goal for PE: Then as a PE team we are committed to learning about culturally responsive practices and trauma informed practices and implementing the strategies that are discussed. As a PE team we will implement questioning and discussion strategies and techniques as applicable and appropriate.

We will measure this Formatively by: Observation

We will measure this Summatively by: Observation based on unit target and scope and sequence standards for K-12 PE

Action steps we will take to meet our goal: Participating in staff meetings related to culturally responsive and trauma informed practices and implementing the practices as applicable

Goal for Music: Then students will be able to have deeper discussions in any environment, including the music classroom.

We will measure this Formatively by: Teacher Observation

We will measure this Summatively by: Teacher Observation

Action steps we will take to meet our goal: Demonstrate discussion when appropriate in the music room, Utilize sentence stems that are being used in the general classroom, Asking open ended questions and facilitating student led discussion, Providing opportunities for students to have discussions in small groups or partners.

Goal for Library: Then we will continue to refine our understanding of Culturally Responsive Practices and Trauma-Informed Practices as well as learning about and implementing questioning strategies and student discussion strategies.

We will measure this Formatively by: Teacher observations of conversations and responses.

We will measure this Summatively by: Teacher observations of conversations and responses.

Action steps we will take to meet our goal: We will implement questioning and discussion in our classrooms as is appropriate and implement the strategies that we learn through our professional development.





Technology-This is how we will utilize technology to meet our goal: Chromebooks and Google classroom may be used for responses.

