



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Terrace Park School

Year: 2020-21

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

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	302	NA	Two or More Races	44	14.57%
American Indian/Alaskan Native	0	0%	English Language Learners	54	17.88%
Asian	38	12.58%	Homeless/McKinney-Vento	6	1.99%

Black/African American	20	6.62%	Low Income	98	32.45%
Hispanic/Latino	50	16.56%	Section 504	13	4.3%
Native Hawaiian/Other Pacific Islander	7	2.32%	Students with Disabilities	42	13.91%
White	143	47.35%	Student Mobility	5	1.66%

Challenge Elementary

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	323	NA	Two or More Races	32	9.91%
American Indian/Alaskan Native	0	0%	English Language Learners	5	1.55%
Asian	109	33.75%	Homeless/McKinney-Vento	1	0.31%
Black/African American	12	3.72%	Low Income	35	10.84%
Hispanic/Latino	10	3.1%	Section 504	18	5.57%
Native Hawaiian/Other Pacific Islander	0	0%	Students with Disabilities	21	6.5%
White	160	49.54%	Student Mobility	1	0.31%

Student, Family and Community Involvement in Plan: Our involvement plan has been different this school year due to COVID-19 remote learning structures. Our goal is to maintain and increase parent and family engagement to build a strong school community. This includes regularly scheduled Parent Teacher Association (PTA) meetings, Challenge Parent Association (CPA) meetings, and school-wide social and academic events. We will continue to have Equity Team meetings to serve students and families who have historically been underserved. In guidance with the local Department of Health we will attempt to foster this engagement remotely or in-person when it is safe to do so.

The Instructional Leadership Team (ILT) provided input for the building SIP over the span of two meetings, September-October 2020. The building staff gave input to the SIP and each grade team/specialist wrote SIP goals. Due to COVID-19 school structures, parent and student involvement in the development of the SIP did not occur this year.

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

<p>Goal (restate the goals, whole school and opportunity gap group goals)</p>	<p>Narrative Reflection:</p> <p>Under the 2019-20 SIP, we expected to see improvement on the Smarter Balanced Assessment (SBA) focused on English Language Arts (ELA) assessment.</p> <p>In spring 2019, 50.7% of the 3rd-6th grade students met or exceeded grade level standard. We expected to see a 3% increase in the number of 3rd-6th grade students meeting or exceeding grade level standard on the spring 2020 SBA ELA assessment. Due to COVID-19 school closure, students did not complete the SBA assessment.</p> <p>In spring 2019, 13.6% of the 3rd-6th grade students with disabilities and 9.5% of the 3rd-6th grade students receiving English language instruction met or exceeded grade level standard on the SBA ELA assessment. We expected to see a 3% increase in the number of 3rd-6th graders in these subgroups meeting or exceeding grade level standard on the spring 2020 SBA ELA assessment. Due to COVID-19 school closure, students did not complete the SBA assessment.</p> <p>Due to COVID-19 school closure in spring 2020, additional English Language Arts qualitative or quantitative data was not gathered for Acadience reading data, Teachers College Running Records, or classroom based assessments in ELA. Under normal school</p>
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	structures, we would have collected this data in order to monitor progress of student learning compared to fall 2019 and winter 2020.
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How has the progress described above informed your school’s improvement planning for this school year?

The SIP focused on the collection and review of Smarter Balanced Assessment (SBA) data for English Language Arts (ELA). Due to COVID-19 school closure, students did not complete the SBA ELA assessment. We were unable to determine student growth for all students, grades 3-6 including our identified subgroups of students with disabilities and students as English Language learners.

The SIP action steps included the following areas:

- Professional Development for Culturally Responsive Practices and Trauma Informed Practices including a staff book study using Culturally Responsive Teaching & the Brain by Zaretta Hammond. The culminating staff discussion for this book did not occur due to COVID-19 school closure. The goal would have been to observe culturally responsive conversations, learning activities, and inclusive language evident in informal classroom walk-throughs and formal teacher instruction observations.
- Professional Development in GLAD, SIOP, and Reading for all staff. Staff completed a survey identifying their awareness of and participation in prior professional development on these topics. The plan included having a district staff member or outside vendor provide targeting training to the staff on these topics. Due to COVID-19 school closure, the professional development did not occur. The goal would have been to provide both language and learning objectives and see these objectives posted/used in instructional learning.
- Professional development opportunities in the use of questioning strategies, student discussion and reading comprehension. The goal would have been to observe more developed conversations and student questioning practices evident in informal classroom walk-throughs and formal teacher instruction observations.
- Increase family participation on Equity Team. Work was partially completed in this area before the spring 2020 COVID-19 school closure. The 2020-21 Equity Team is scheduled to have nine new family representatives for a total of 12 family representatives.

As we begin the 2020-21 school year, we recognize that COVID-19 school closure interrupted our scheduled professional development activities and collection of student learning data. We plan to keep most of the 2019-20 SIP action steps, targeted goals, and opportunity gap goals for the 2020-21 school year. We plan to build on these efforts either remotely and hopefully under in-person student instruction over the school year. We know these efforts require a multi-year approach to adequately assess building needs, gather data, reflect, and determine viable action steps for improvement.

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 (2019-20 SIP)

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% of 3-6 grade students met standard in English Language Arts on the 2019 SBA.

Areas of Needed Growth (2019-20 SIP)

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 analyzed data from SBA, Acadience, classroom-based assessments, and surveys. Based on the spring 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 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 Terrace Park Elementary and Challenge Elementary is the variation in performance and lack of a year's growth of our Students with Disabilities and our EL students in ELA. This is evident from spring 2019 Smarter Balanced Assessment (SBA) data. Due to COVID-19 school closure in spring 2020, we don't have SBA ELA data to compare growth over the prior school year nor do we have historically collected classroom based data



from this time period. We anticipate and generalize that our areas of growth remain the same for this current school year based on past student results and lack of full staff professional development opportunities.

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.

The Instructional Leadership Team 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 Elementary and Challenge Elementary, 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.

We recognize the potential for personal trauma for students, families and staff members based on COVID-19 school closure from March-June 2020, continued impact of COVID-19 situations and current remote learning structures, September 2020-present. We are interested in further understanding trauma informed practices to support one another as learning adults and to address traumatic situations impacting student learning.

C. Additional Data Required

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more participation on the Smarter Balanced Assessment, spring 2019.	<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:	
No plan required due to participation rate.	

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the Smarter Balanced Assessment, ELA in spring 2019?	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 ☐ Data based on spring 2019 SBA data for Terrace Park Elementary.
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If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) 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 expect to see increased levels of student engagement, students with stronger reading comprehension, and increased academic growth in core content instruction in English Language Arts and/or Math (classroom teachers) and content areas (specialist teachers).

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 planned actions for the 2019-20 school year and our plans for the current school year based on COVID-19 school closure, we expect to see improvement on the Smarter Balanced Assessment (SBA). The means more students, will reach grade level standard on the English Language Arts (ELA) assessment on the Smarter Balanced Assessment (SBA).

In spring 2019, 50.7% of the 3rd-6th grade students met or exceeded grade level standard. We expected to see a 3% increase in the number of 3rd-6th grade students meeting or exceeding grade level standard on the spring 2021 SBA ELA assessment noting there is a gap in data collection because students did not complete the spring 2020 SBA assessment due to COVID-19 school closure.

In spring 2019, 13.6% of the 3rd-6th grade students with disabilities and 9.5% of the 3rd-6th grade students receiving English language instruction met or exceeded grade level standard on the SBA ELA assessment. We expected to see a 3% increase in the number of 3rd-6th graders in these subgroups meeting or exceeding grade level standard on the spring 2021 SBA ELA recognizing there is a gap in data collection because students did not complete the spring 2020 SBA assessment due to COVID-19 school closure.

At present, the 2021 Smarter Balanced Assessments (SBA) are scheduled for 3-6 grade students. We are planning to gather additional data from the following sources to help determine student learning and student learning growth to complement SBA student data or to have adequate data in the event the 2021 SBA is cancelled.

- i-Ready Math diagnostic (fall) and progress monitoring (winter and spring), all grades
- i-Ready Reading diagnostic (winter) and progress monitoring (spring), all grades
- Acadience reading assessments (LAP), generally primary grades
- Teachers College Running Record data (fall, winter and spring), all grades
- Interim Block Assessments in ELA and Math, grades 3-6

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 2020-21:

Key Improvement Action	Description	Timeline
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<p>Example: Increase instructional staff capacity to support our English learners</p>	<p>Example: Our professional learning plan will focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.</p>	<p>Example: Ongoing through 2019-20 school year</p>
<p>Increase staff capacity to support student’s social and academic learning through Trauma Informed Instructional Practices</p>	<p>Professional development on trauma informed instructional practices.</p> <p>Strengthen existing Social Emotional Learning Team to serve as a resource to staff and develop targeted student interventions.</p> <p>Liaison with school district Family Engagement Team, as needed for student and family support.</p>	<p>Ongoing through 2020-21 school year during staff meetings and building time</p>
<p>Increase the staff capacity to use high leverage EL instructional strategies and instructional strategies to best support students with disabilities</p>	<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>	<p>Ongoing through 2020-21 school year during staff meetings and building time</p>
<p>Increase the staff capacity to use higher level discussion and questioning prompts to benefit student engagement and questioning</p>	<p>Professional development opportunities in the use of questioning strategies, student discussion, and reading comprehension. Ex. Depth of Knowledge Chart</p>	<p>Ongoing through 2020-21 school year during staff meetings and building time</p>
<p>Increase staff and family interaction in building structures</p>	<p>Options could include: staff attending PTA and CPA meetings; increase the number of family participants on the Equity Team</p>	<p>Ongoing during the 2020-21 school year</p>

Plan for Years 2 & 3:

Brainstorm for 2020-21:

- 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.
- Continued focus on increasing capacity to support staff, students, and families with trauma informed instructional practices and general support practices as a result of COVID-19 and other traumatic events occurring in individual’s lives.

Brainstorm for 2021-2022:

- Continued focus on increasing capacity to support students in reading with additional work around Social-Emotional Learning and Culturally Responsive Teaching Practices
- 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.
- Continued focus on increasing capacity to support staff, students, and families with trauma informed instructional practices and general support practices as a result of COVID-19 and other traumatic events occurring in individual’s lives.

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>
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.	<input checked="" type="checkbox"/> Utilize Instructional Coaching <input checked="" type="checkbox"/> Additional Learning Time within the School Day <input type="checkbox"/> Before and After School Programs <input checked="" type="checkbox"/> Family Involvement at School (and outside of school) <input checked="" type="checkbox"/> Targeted Professional Learning <input checked="" type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring <input type="checkbox"/> Other:	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.

		Use I-Ready Reading Diagnostic (winter) and progress monitoring (spring)
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?	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.	Staff Meeting in the spring, fall information, 504 and IEP meetings
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>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</p>	

	available when needed.	
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Section VII: Grade Level/Specialist/Department Goals

**Terrace Park Elementary & Challenge Elementary
2020-21 Grade Level & Specialist Goals**

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...

TERRACE PARK ELEMENTARY

***Kindergarten Team Goal:** THEN by May 2021, 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), math discussion assessment.

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 to develop higher order thinking
- Refine and use our rubric for observation of classroom discussion, teach and model active listening.



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

***1st Grade Team Goal:** THEN, by April 2021, our first grade students will show growth in their reading and listening comprehension by posing and responding to questions to show understanding, clarify and/or follow up on new information, leading to growth in comprehension across subject areas.

We will measure this Formatively by: Exit tickets, rubrics, written and/or oral responses to activities across subject areas, 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, and unit assessments in science and math.

Action steps we will take to meet our Goal:

- 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).
- Practice listening and speaking skills through Responsive Classroom techniques, such as Morning Meetings.

This is how we will utilize technology to meet our goal: We will utilize Zoom and Seesaw as platforms for discussion, and posing and responding to questions. Applications such as Amplify, Raz-Kids, iReady, Pegglego, and Epic!, will provide practice in asking and answering questions, while building background knowledge.

***2nd Grade Team Goal:** THEN by the end of April 2021, 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 observations and anecdotes, questioning during reading, questioning rubrics, and student reflections.

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 will learn about and implement reading and questioning strategies that will increase reading comprehension.
- We will evaluate 2nd grade students in reading comprehension.
- We will collaborate and share ideas and resources to benefit instruction and student learning.

This is how we will utilize technology to meet our goal: We will use reading programs such as Raz Kids and Epic, Learning Management System, iREADY reading (if piloting).

***3rd Grade Team Goal:** THEN, by April 2021, 3rd grade students will demonstrate growth in their reading comprehension, by increasing engagement in discussions about text (verbally or written) in whole group, small group, and one-on-one interactions.

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.

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 Canvas or Seesaw to record themselves practicing desired class discussion norms and skills. We will use Jamboard and Google docs/slides to record their discussions. We will utilize Zoom breakout rooms and chat to facilitate.

***Grade 4-6 Team Goal:** THEN by April 2021, 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 and responses to specific writing prompts across all subjects areas.

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

This is how we will utilize technology to meet our goal: We will use CANVAS for writing responses and internet resources (such as Readworks, Common Lit., and Jr. Scholastic) and Zoom for class discussions with the intentional teaching of the sentence stems. Students will also utilize tools like flipgrid and the discussion in CANVAS to promote further discourse.

CHALLENGE ELEMENTARY

***Grade 1 & 2 Team Goal:** THEN by May 2021, 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 by: A combination of teacher observation, Exit Tickets, and student self-reflections.

We will measure this Summatively by: 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 (JGB) using Socratic Seminar to develop questioning and responding
- Use JGB to foster higher-level student questioning.
- We will use Collect-Interpret-Apply (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.

This is how we will utilize technology to meet our goal: The use of technology will include, but not be limited to: Seesaw, Pebble Go, Newsela, and other District approved technology resources for sharing student thinking/understanding, and as a resource for building understanding through research.

***Grade 3 Team Goal:** THEN by April 2021, 3rd grade students will be able to 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 a rubric, created by the 3rd Grade Challenge team, to assess how students respond to specific questions.





We will measure this Summatively by: Using a rubric, created by the 3rd Grade Challenge team, to assess how students respond to specific questions.

Action steps we will take to meet our goal:

- We will choose articles from Scholastic News and Newsela and use a teacher-created graphic organizer with question/sentence stems that students will use to respond.
- Students will be assessed based on the rubric.

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

***Grade 4 Team Goal:** THEN by April 2021, 4th grade students will be able to pose and respond to specific questions to clarify or follow up on information in English Language Arts and math, and then we will see higher understanding.

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

We will measure this Summatively by: Reading journals, math 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.

This is how we will utilize technology to meet our goal: We will use numerous technology sources including Google documents and forms, Scholastic News, and Mentimeter.

***Grade 5 Team Goal:** THEN by May 2021, all students will be encouraged to contribute to the discussion, respond to others, 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 facilitate as students drive the conversation, providing evidence to support ideas, while moving discussion forward. We will use questions that are inquiry based that need higher order thinking to answer, that are formulated by both students and teachers.

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.

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. Utilize functions on Zoom, Canvas, and other online platforms (Flipgrid, PearDeck), to give students opportunities to discuss.

***6th Grade Team Goal:** THEN by April 2021, 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 on whole and small group discussion; self-reflection survey

We will measure this Summatively by: Observational data on whole and small group discussion; self-reflection survey

Action steps we will take to meet our goal:

- Learning about questioning and discussion strategies.
- Develop and use 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.

This is how we will utilize technology to meet our goal: Student Chromebooks, Google surveys, Peardeck and other interactive tools via Zoom.

SPECIALIST GOALS:

***General Music Goal:** THEN by May 2021, 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 this goal:

- Demonstrate discussion when appropriate in the music room.
- Utilize discussion strategies presented in staff trainings.
- Ask open ended questions and facilitate student led discussions when possible, and provide opportunities for students to have discussions in small groups or partners when possible.



This is how we will utilize technology to meet our goal: Zoom whole class, Zoom breakout rooms, Zoom chat function, LMS activities and assignments.

***Library Goal:** THEN by May 2021, students will be able to have deeper discussions and engagement in any learning environment, including the library classroom.

I will measure this Formatively by: Teacher observations.

I will measure this Summatively by: Teacher observations.

Action steps we will take to meet our goal:

- Demonstrate discussion when appropriate in the library classroom.
- Utilize discussion strategies presented in staff trainings.
- Ask open-ended questions and facilitate student-led discussions when possible.
- Provide opportunities for students to have discussions in small groups or partners when possible.

This is how I will utilize technology to meet this goal: Zoom whole class, Zoom breakout rooms, Zoom chat function, LMS activities and assignments.

***Physical Education Goal:** THEN by May 2021, students will be able to question their fitness and health choices so they can make healthy choices in order to live an active life; be able to question their activity levels in order to increase their movement reducing stress levels and improving mental health; be able to have respectful discussions with classmates; and be able to respectfully listen to classmates.

We will measure this formatively by: Observations focusing on questioning and discussion strategies and techniques throughout the year.

We will measure this Summatively by: Observations focusing on questioning and discussion strategies and techniques throughout the year.

Action steps we will take to meet our goal:

- Participate in trainings related to culturally responsive and trauma informed practices and implementing the practices as applicable. These culturally responsive and trauma informed trainings could include: staff meetings, any district trainings, podcasts, and social media posts.
- Improve questioning techniques and strategies including: researching specific questioning techniques, collaborating with our PE department heads and my other coworkers about content specific questioning suggestions.

This is how we will utilize technology to meet our goal: Computers, Zoom class sessions, Videos used for instruction, Podcasts, web based resource links.





***Learning Support/Resource Room Goal:** THEN by April 2021, Learning Support students will be able to increase their literal and inferential comprehension of both fiction and nonfiction texts they have read. In grades K-3 emphasis will be on answering literal questions correctly and in grades 4-6, emphasis will be on answering inferential questions correctly.

We will measure this Formatively by: teacher observations, reading conferences, oral and written responses to comprehension questions

We will measure this Summatively by: Teachers College Running Records

Action steps we will take to meet our goal: We will teach students to:

- Activate and Use Background Knowledge
- Generating and Asking Questions
- Making Inferences
- Predicting
- Summarizing
- Visualizing
- Comprehension Monitoring.

This is how we will utilize technology to meet our goal: Have students become proficient in their use of audio libraries including class libraries on Clever and Reading Ally.

