



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Alderwood Middle School

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: For the students of Alderwood Middle School to receive the support and guidance needed to grow socially, emotionally, and academically so that they can achieve their full potential.

School Vision: We prioritize our efforts and resources on strategies that center around culturally responsive practices to recognize the strengths and support the needs of all of our students.

School Demographics:

Alderwood Middle School

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	789	NA	Two or More Races	78	9.89%
American Indian/Alaskan Native	2	0.25%	English Language Learners	103	13.05%
Asian	151	19.14%	Homeless/McKinney-Vento	18	2.28%
Black/African American	44	5.58%	Low Income	384	48.67%

Hispanic/Latino	216	27.38%	Section 504	43	5.45%
Native Hawaiian/Other Pacific Islander	9	1.14%	Students with Disabilities	97	12.29%
White	289	36.63%	Student Mobility	15	1.9%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan: We will publish our School Improvement Plan on our school website, review it with our parents at our parent events and with our parent support organizations on a quarterly basis. We will also make sure our students and parents are utilizing programs such as iReady, Canvas, Skyward, ESD Learning Tools website and our library's circulation to make sure our students are reading. We will have parent representatives on our Equity Team and Site Management Team. We are also going to look into restarting a Natural Leaders program to increase parent involvement and communication.

We are also looking into what a Student Council group can look like in order to get feedback and information from/to our students twice a month. We also use Advisory as an opportunity to work on key focus areas such as relationship building, SEL standards, and key academic strategies.

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

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

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection
At least 65% of AMS students will pass the ELA SBA and also increase their ability to reason grounded in	SBA data was not available in 2019-2020, so we used our classroom-based assessments as the main diagnostic and assessment. We used data from pre and classroom-based post-assessments, Amplify, STAR reading, and SBA Interim Assessments to examine and found that while approximately

<p>evidence, through written communication on the ELA SBA and on classroom based assessments.</p>	<p>85% of our students were making adequate progress, only 60% were meeting standard.</p> <p>Progress Monitoring: Our school-wide goal of students being able to read, write, and speak grounded in evidence provided a focus of conversation and analysis in our PLCs, Departments, and staff gatherings. Staff used this goal in their student growth goal planning and showed how students made growth and progress in this area. Approximately 2/3rds of our students are able to show proficiency when compared to grade-level standards. We will continue to monitor and celebrate growth and progress for our students as we work to get them achieving at standard and beyond.</p>
<p>Comparison Groups: Students who receive Free or Reduced Lunch and Students who identify as Hispanic or Latino. Each group needed to improve on the ELA SBA, 52% and 55% passing, respectively.</p>	<p>We were not able to adequately compile and examine the specific schoolwide data we needed in order to verify if we met our goal. SBA data was not available in 2019-2020, so we focused on our individual classroom-based assessments as the main diagnostic and assessment in order to provide appropriate intervention. Teachers reported progress for many of our students, but we didn't see the needed gains in achievement for our focused subgroups. There are also challenges that make subgroup analysis very time-consuming when looking at classroom-based assessments and plan to find ways to streamline this process to get the data we need. Receiving Free or Reduced data is the biggest challenge, due to the private nature of the data.</p> <p>Our school-wide goal of students being able to read, write, and speak grounded in evidence provided a focus of conversation and analysis in our PLCs, Departments, and staff gatherings. We worked with Homeroom data and other databases to be able to analyze the subgroups that were readily available. We will continue to monitor and celebrate growth and progress for our students as we work to get them achieving at standard and beyond. We also worked intentionally on making sure our students and families had access to resources they needed such as translated documents, consistent communication to</p>



	the community, and identification of barriers to increase student learning.
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How has the progress described above informed your school’s improvement planning for this school year?

We need to continue to work in these areas but at a deeper level and ensure we have the data we need to track and celebrate progress. Behind every score or result lies a relationship, name, strength, or need of our students. We must work hard to form strong relationships so that students know how much we care in order to learn the necessary skills for their lives. In this online environment, we must find ways to connect with students, provide timely feedback, and be intentional with our intervention and use of office hours. We will focus on social-emotional learning, discuss standards-based grading, and analyze our work on understanding race and equity guidelines so that students have a greater chance of success. We will meticulously analyze engagement, attendance, and academic data to make sure all students have the support and materials they need to do well.

Section III: Needs Assessment

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

Areas of Strength

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

Areas of Needed Growth

- 1. Our overall ELA SBA scores continue to flatline and not show growth. We had 57.8% passing in 2014-15 and had 57.8% passing in 2018-19. Specifically, students need further support with developing their vocabulary and analyzing informational text.





2. Many of our students are not coming to school on a frequent basis. Overall, 13.8% of our students missed 18 or more days in a school year. 22% of students receiving Special Education services missed 18 or more days last year, the most out of any subgroup. We want to make sure we have a safe, supportive, and positive climate for all of our students.

3. Students who receive Special Education or ELL services are not showing appropriate growth according to the ELA SBA. According to the WSIF data, only 44.5% of our ELL students are making adequate progress on the ELPA21 test. Students who receive ELL services are in the 43rd percentile for growth when compared with their peers. Students who receive Special Education services are in the 40th percentile for growth when compared to their peers.

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

Alderwood Middle School will continue to focus on making sure that students are able to read, write, and speak grounded in evidence. Supporting an argument or thesis with evidence is becoming an increasingly important skill with the rise in social media, overwhelming and constant information, and helps students have a data-filled conversation or discourse. This focus will also be supported by incorporating vocabulary development strategies such as through the Sheltered Instruction Observation Protocol (SIOP). Vocabulary has been identified as a gatekeeper to higher-level reading and comprehension by our staff and research, and therefore must specifically address ways for students to make progress. To support our areas for growth, we will intentionally set aside time for staff planning and to monitor progress, especially for our generally struggling populations, special education and English language learners (ELL). This will be implemented to allow for communication and collaboration between special education, ELL and general education classroom teachers in order to increase coordination between classrooms and content areas. We will spend our administrative directed Wednesdays working on professional development to support students. We will also intentionally devote time on Wednesdays to collaborate around student progress, especially for our subgroups who have not shown progress in the past. Our improvement focus will be to support our teaching staff's knowledge of various strategies for differentiation, SIOP strategies, and assessment strategies in order to move learning forward.

To address absences, we have the Attendance and Engagement Team to track and address excessive absences and lack of resources to access online learning this year. The team



tracks absent and low performing students through academic and attendance data in order to partner with parents and teachers to problem solve ways to improve student performance. The team is working closely with special education and ELL case managers in order to focus on populations who have typically struggled in these areas. We are also using Advisory and SEL resources in order to promote a positive learning environment and school climate, so that students feel welcomed when they show up for a Zoom meeting or office hours. Collaborating to create a positive climate will be a key initiative at AMS this year and we will use Building time as well as administrator-directed time to make plans together.

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

C. Additional Data Required

State Participation Rate: 95% participation required

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

Section IV: Theory of Action

All teachers at AMS will engage in a culture of professional inquiry and collaboration to support higher levels of student learning.

Theory of Action: If all Alderwood Middle School staff intentionally collaborate through cycles of inquiry to ask all students to engage in higher level literacy skills that require them to regularly justify their answers across all content areas, then all students will show growth in their abilities to read, write, and speak grounded in evidence, as measured by classroom-based pre and post-assessments.

Rationale: According to John Hattie’s work regarding the greatest effect size or influences on student achievement, any area with an effect size of above 0.4 has the potential to actually accelerate student achievement. The following strategies that we are working on in PLCs, departments, and as a whole staff all have high effect sizes on student learning achievement and growth. Collaboration is necessary in order to find common measures to analyze so that interventions and cycles of inquiry can take place.

The primary focus, **collaboration** (referred to as “collective teacher efficacy” in Hattie’s work) has a 1.57 effect size, which is the largest. Staff and students benefit when they work together around common language, goals, and expectations that are culturally responsive and student-focused.

Here are the other effect sizes that show the importance of PLCs and intervention based on data:

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

PLC and department planning

Common assessments: i.e. evaluation and reflection 0.75

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

Cycles of inquiry: providing formative evaluation 0.48

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

- A. Whole School Achievement Goal(s)** - During the 20-21 school year, students will increase in achievement on the 2021 English SBA for our 7th and 8th grade students, from 58% to 63%.

To help progress monitor this goal, we will use items from interim classroom-based assessments, iReady data, and common dept. assessments.

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

During the 20-21 school year, students will increase in achievement on the 2021 English SBA for our Hispanic/Latinx 7th and 8th grade students, from 41% to 47%.

We plan to see an increase in achievement on the 2021 English SBA for our Low Income students, from 49% to 54%. To help progress monitor this goal, we will use items from interim assessments, iReady data, and common dept. assessments.

- C. Connections to Blueprint 2025 Metrics –**

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

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

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

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

Culture of Kindness - We will have thoughtful reflection, analysis, and discussion around our race and equity resources in order to meet the needs of all of our students.

D. Social Emotional Learning Focus—

Using strategies through the PFA-S, Character Strong, and other resources to make sure our online and classroom environment is a supportive and welcoming space for students. We prioritize our work with the Signs of Suicide curriculum as well as use of Panorama screeners and data. We follow up in a timely manner with students who are showing signs of depression, anxiety, etc. or who reach out. All staff were trained on how to implement PFA-S effectively and a large majority of our staff have been trained by Character Strong.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Devote time to intentionally meet in PLCs and within departments to ensure a guaranteed and viable curriculum and intervention is being implemented.	Staff will meet during Administrator Directed Wednesdays to meet as a PLC or department to plan together and review data to progress monitor for their classrooms, dept., and SIP. We will also devote Building Time to collaboration and analyzing data.	Ongoing through 2019-2020; Admin-directed Wednesdays; inservice days scheduled by AMS
Increase all instructional staff	Our professional learning plan will focus on developing our collective	Ongoing through 2020-21 school year

capacity to support our English learners	understanding of language acquisition such as vocabulary development, SLOP strategies, and the related best practices for supporting students.	
Increase all staff's cultural competency in order to meet the needs of all our students.	All staff will take part in the professional development for culturally responsive teaching practices through texts such as: Culturally Responsive Teaching and the Brain by Zaretta Hammond; So You Want to Talk About Race by Ijeoma Oluo; Stamped by Jason Reynolds; How to Be An Antiracist by Ibram X. Kendi	2020-21 school year; we will utilize our Building Days and Staff Meeting Times to discuss the concepts in this text
Identify and use best instructional strategies for the delivery of specific content knowledge and skills.	Our professional learning plan will focus on developing our collective and individual understanding of technology tools that can be used in Zoom meetings, on Canvas pages, and to help support synchronous and asynchronous learning.	Ongoing through 2020-21 school year
Develop common assessments of learning to gather student data to monitor progress towards identified standards.	Departments will identify common assessments they can create and implement in order to analyze student growth and achievement. A common scope and sequence as well as pacing should be implemented in order to better align common assessments and provide timely data.	Ongoing through 2020-21 school year
Share classroom data and focus of work to identify interventions for students not meeting standard.	Interventions and celebrations will be planned based off of the data gathered from the assessments. Tier 1 interventions could look like use of office hours, instructional time in Zoom meetings, or asynchronous support. Tier 2 interventions could look like LAP Literacy and/or Math Support during the school day. Tier 3 interventions would be use of the Problem Solving Team, Special Education referrals, 504 plans, etc. in order to help support student needs.	Ongoing through 2020-21 school year

<p>Build positive teacher - student relationships as well as between students in order for students to support one another and create a positive climate for learning.</p>	<p>Continual use of Hattie's research in this area: Staff relationships with students: 0.52 effect size; positive peer influences 0.53 effect size Development of Advisory lessons, SEL strategies and resources for the classroom, student councils and focus on student voice Offer clubs for positive social interaction</p>	<p>Ongoing through 2020-21 school year</p>
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Plan for Years 2 & 3

2021-2022:

- Continued focus on increasing our capacity to support our English learners as well as Tier 1 and 2 interventions. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content.
- Continued focus on moving our PLC and dept. work forward in order to conduct cycles of inquiry and develop Tier 1 and Tier 2 interventions for our students.
- Continued analysis and review of the texts from 20-21. Utilize these texts to review our systems and make improvements with voice from our students and community.
- Continued analysis of our focus on developing positive relationships in the classroom. Are students identifying the classroom and school climate as a place they feel safe and supported?

2022-2023:

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

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

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

Student Learning Goal: To increase the ability to write a conclusion using claim, evidence, and reasoning.

We will measure this Formatively by: having students use the Amplify Argumentation graphic organizer and CER (claim, evidence, reasoning) template.

We will measure this Summatively by: Using common documents and scoring tools, a rubric, built within our collaboration team.

Action steps we will take to meet our goal: Directly teach the students how to use the graphic organizers to support or refute a claim using data provided from various resources.

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

Amplify, Canvas, Pear Deck, Kami, Newsela, Flipgrid, Internet sources, and Google Suite. Annotated text features within Amplify.

Grade Level/Department/Team: Math Department – Verner, Pearson, Hallum, Haile-Meskel, Weaver, and Ericksen.

Student Learning Goal: Construct viable arguments and critique the reasoning of others.

We will measure this Formatively by:

Observation, oral exams, student work, peer to peer activities (student discourse, projects), common assessment tasks via Collaboration groups, or SBA Interim Assessments

We will measure this Summatively by:

Use Performance Tasks for summative assessment or

Use traditional assessments such as unit tests and concept presentations.

Action steps we will take to meet our goal:

Use SBA-like items for gathering evidence

Collaboration groups to develop test items, rubrics and discuss student work

Evaluate progress and readiness using student data

Address the diverse needs (high and low students) in our classes

Examine data and sort by Free and Reduced Lunch, Ethnicity, Gender, and Attendance

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

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

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

Student Learning Goal:

Students will increase their capacity as learners despite individual barriers through targeted, appropriate interventions to address behavioral and mental health concerns.

Formative Assessment:

Using a universal screener, students will be placed in interventions that address their specific and targeted needs.

Summative Assessment:

Following the interventions, students will show an array of improved conditions and outcomes, both internally and externally.

Actions Steps:

- Increase available resources for interventions at AMS (CHS individual therapy, Grief and Loss group through Providence, CBITS, Anxiety Groups, additional targeted groups, and community mental health referrals)
- Universal Screener: research evidence-based models, then develop and implement for AMS
- Screen and Intervene with students at AMS

Technology:

- Google Form (adapted from the Universal Screener)
- Hapara
- Chromebooks

Using a universal screener, counselors will be able to identify students that require targeted interventions to address mental health and behavioral barriers to student learning.

SOS

Peer Mediation

PATHS\Mind-up at Elementary 5th/6th

Universal Screener

Naviance

Counseling Presentations

Future SEL Presentation

Grade Level/Department/Team: Music - TJ Sullivan, Emily Lauckhart, and Ashley Giri

Student Learning Goal: Be able to back up conclusions with citations from text.

We will measure this Formatively by:

Classroom discussion about the article "A Word about Practice" will be the primary method of formative assessment.

We will measure this Summatively by:

Concerts, Large Group Festivals, Solo-ensemble festivals will test students' application of information in the article about how to practice effectively.

Action steps we will take to meet our goal:

Regular reference to effective practice habits as they would apply to music worked on in class. In-class guided practice sessions and repeated emphasis of main points in article.

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

Students can use laptops to find professional recordings of music we are working on in class to use as a model for their own work.

Grade Level/Department/Team: 7th & 8th Grade Special Education and 7th Grade Literacy Class-- Mary Hereford, Terri Lewis, Katherine Ramsey, Greg Lange, Deirdre Wright, and Rebecca Biddick

Student Learning Goal: Students will be able to support their analytical claims with ample evidence.

We will measure this Formatively by:

Book chats, student reading responses, literary element book reports, convention caught ya's (edits and vocabulary development), teacher-created materials, WODB.ca (which one doesn't belong), and exit slips.

We will measure this Summatively by:

STAR tests, student project presentations, SBA Performance Tasks, Moving with Math

Action steps we will take to meet our goal:

Reading goals set quarterly, student presentations in class, direct instruction of how to support claims, and guided practice of using evidence to support the claim and use correct conventions.

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

Chromebooks, Google forms, Kahoot, MobyMax, Read/Write, Cowriter, and Word Q applications, Prezi, Khan Academy, and audio books (literary and informational texts) through the use of Bookshare, Overdrive, and Learning Ally, NewsELA for current events.

Grade Level / Department Team: Social Studies - Braile, McCool, Treworgy, DeJoy, Timoll, Turcott, Nakanishi, Ancharski, Wilson

Student Learning Goal:

AMS will increase students' ability to read, write, and speak grounded in evidence.

We will measure this formatively by:

Reading Grounded in Evidence:

-provide students the opportunity to read primary and secondary sources with the intent to gather evidence that prepares them for writing and/or speaking.

-ex: notetakers, graphic organizers, identifying types of source, evaluation of source bias/
perspective, summary, main points/supporting evidence, steps in a process, distinguish opinion and fact, relationship between primary / secondary texts.

-via a variety of methods: informal conversations, small group discussion, popcorn...

Writing Grounded in Evidence:

-provide opportunities for students to respond to a prompt/question by providing text based evidence.

-ex: exit tickets, free writes, google form responses, journal entries, warm ups, graphic organizers, paragraphs, outlines, reflections, smaller/shorter written responses, etc.

Speaking Grounded in Evidence:

-provide opportunities for students to defend their opinions/arguments using text based evidence.

-ex: Structured Academic Controversy, Town Hall Meetings, Four Corners, Fishbowl Discussions, Popcorn.

We will measure this summatively by:

Reading Grounded in Evidence:

-provide students the opportunity to read primary and secondary sources with the intent to gather evidence that prepares them for writing and/or speaking.

-ex: notetakers, graphic organizers, identifying types of source, evaluation of source bias/
perspective, summary, main points/supporting evidence, steps in a process, distinguish opinion and fact, relationship between primary / secondary texts.

Writing Grounded in Evidence:

-provide opportunities for students to respond to a prompt/question by providing text based evidence.

-ex: exit tickets, free writes, google form responses, journal entries, graphic organizers, paragraphs, outlines, reflections, smaller/shorter written responses, formal essays, CBA.

Speaking Grounded in Evidence:

-provide opportunities for students to defend their opinions/arguments using text based evidence

-ex: Structured Academic Controversy, Town Hall Meetings, Fishbowl Discussions, Formal

Presentations.

Action steps we will take to meet our goal:

Teach individual/listed above skills.

Find age appropriate, content specific, aligned resources.

Model individual/listed above skills.

Formatively and summatively assess skills.

Provide timely, relevant and constructive feedback.

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

Google forms, Chromebooks, consistent internet access, multimedia sources, working on shared documents, Google Docs: student work and teacher assignments.

Grade Level/Department/Team: 7/8 English/Language Arts PLC – Wilson, Reitan, Juarez, Timoll, Braile, Ancharski, Biddick

Student Learning Goal: Students will demonstrate an increase in their ability to read and write grounded in evidence from complex texts in classroom based assessments.

We will measure this formatively by:

We will utilize informal assessments, basic skills assessments, and performance tasks to gauge student needs and measure student growth. We will utilize a variety of strategies such as short answer and selected responses, questioning strategies, journal writes, exit slips, and reflective writing. We will also be using the interim SBA assessments throughout the year to measure student progress.

We will measure this summatively by:

Learning and growth will be measured through analytical, compare and contrast, argumentative, and performance task paragraphs and essays. These will measure metacognitive skills such as inference, prediction, author's purpose, main ideas, and drawing conclusions.

Action steps we will take to meet our goal:

We will analyze and refine our assessments by examining student work in order to continuously monitor our steps toward our goals.

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

We will be integrating the ELA district curriculum Collections, in particular the digital component into our existing resources and programs. Students will use Google Apps for Education to demonstrate their learning.

Department: Health/PE - Julie Walker, Lisa Boyle, Taylor Nakamura, Brad Monson, Julie Hornung

Student Learning Goal:

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

We will measure this Formatively by:

Goal #1:

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

Goal #2:

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

We will measure this Summatively by:

- Pre, mid, and post measured SMART goals for specific fitness components
- Student self reflection
- Teacher and peer-offered feedback
- Use of student developed rubric

Action steps we will take to meet our goal:

- Students will write SMART Goals, tracking their own fitness and performing cardiovascular, strength, and endurance tasks.
- Students will help develop prosocial rubric for assessing pro-social contribution

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

- Teachers will maintain a digital journal and digitally track students' self-performance on fitness tasks.
- Use of fitness tracker apps as an alternative to PE make-up forms

Grade Level/Department/Team: ELECTIVES- TECH. ED./STEM - Seymour, Mun

Student Learning Goal: To have students improve and increase their reading and writing and speaking skills by providing proven structured activities which will parallel the hands on activities they are doing in lab.

We will measure this Formatively by:

I will formatively assess students in these important three areas: **Reading** mainly by discussion and exit tickets. **Writing** through (think-puzzle-explore, 3-2-1 bridge, vocabulary building, concept maps, red light green light, compare and contrast, and sentence building).

Speaking will be observed by having students present to the class individually, and in group situations throughout the year.

We will measure this Summatively by:

Reading and writing skills will be evaluated through summative assignments to explain the activity they participated and made project work in. For example writing about the rockets they made, or the Co2 car they raced or the career they have researched.

Students will demonstrate that they understand by presenting orally a given topic, for example student safety demonstrations or Tech talks.

Action steps we will take to meet our goal:

Employing sound pre reading, during reading, and post reading strategies

Providing motivational subject matter for students to write about and discussing, showing, and having students do exercises in how to construct strong sentences for writing papers and technical reports.

Modeling good speaking strategies and allowing students multiple ways to present to their peers.

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

Students will integrate computer technology for researching, reading, and writing about the activities that we engineer in lab and will use various types of technologies such as cameras, laser printers, 3d printers, projectors and doc cams to present and write about real world activities.

Grade Level/Department/Team: 7/8th Grade Visual Art - Barnes

Student Learning Goal:

- Students will be able to read, spell, define and apply the seven elements of art (line, shape, color, form, space, texture and value) to art they create and observe.
- The students will use a variety of mediums to explore these elements and technology to inspire and educate them in the process of creation.

In alignment with the Alderwood MS schoolwide literacy goal:

- The students will read information that specifically explains or identifies the seven elements of art and explains their usage within an art piece. Through this, they will gain spelling and application skills for the terms.
- Through usage and practice, using self-made notes, the students will gain skills towards the correct spelling of the seven art elements, and demonstrate or write clear descriptions of each element as well as how they are used in specified pieces of art.

We will measure this Formatively by:

Continuous monitoring of student work during class time by teacher, in order to assess completed projects and student's in-class participation/productivity to see that students are actively on task with assignment/ project they are creating. Virtual learning: in class activities they need to post on Canvas for participation points

Asking students questions about their art and helping them make adjustments and solve problems as they arise during a project.

Answering student inquiries during class about procedures, methods, materials, etc.

We will measure this Summatively by:

Giving a pretest and a post test about the seven elements: their definitions. This is a pre-made quiz on paper.

Asking students to explain in writing/reflecting how a certain element or elements are evident in their art or another artist's work of art.

Students review slide show about 7 elements of art

Action steps we will take to meet our goal:

Posting assignments and links on Canvas

Use of games and drills for spelling, defining and identifying the seven elements of art.

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

Students taking quiz and study the elements

Students accessing due dates and completion dates of in class art projects via Canvas

Specifically for literacy improvement, Use of Student's individual Chromebooks for reading about a certain artist, practicing art identification with sites like freerice.com, using and finding research and inspiration for subject matter or sources in art projects (using a search engine like Google or Bing).

Use of student's individual Chromebooks for taking photos to use as resource/subject matter in art: ie; photos of hands, faces, objects, still lives, outdoor scenes, textures, etc.

Teacher use of overhead projector and Google Chrome on LFD for discussing slides of famous works of art, presenting steps in an artistic process or showing an instructional/ educational video demonstrating a type of art or exploring an art movement in history.

Grade Level/Department/Team: World Language - Johnston



Student Learning Goal: Students will be able read, write, and speak grounded in evidence.

We will measure this Formatively by:

The class will read at least two novels in the target language this year. While reading the novels together in class, the students will give opinions of the characters in the target language and asked exactly what part of the text helped them form that opinion.

We will measure this Summatively by:

Students will write about the character's personalities in the target language and base their descriptions with evidence from the text.

Action steps we will take to meet our goal:

Teach vocabulary necessary to express opinions and describe characters.

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

Students will use their Chromebooks to create an image and description of a character from the novels we are reading in French and Spanish.

