



Edmonds
SCHOOL DISTRICT

School Improvement Plan

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

Year: 2020 – 2021

Section I: School Mission, Vision, and Demographics:

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

School Demographics:

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

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	480	NA	Two or More Races	48	10%
American Indian/Alaskan Native	3	0.63%	English Language Learners	75	15.63%
Asian	41	8.54%	Homeless/McKinney-Vento	22	4.58%
Black/African American	35	7.29%	Low Income	240	50%
Hispanic/Latino	151	31.46%	Section 504	26	5.42%
Native Hawaiian/Other Pacific Islander	6	1.25%	Students with Disabilities	71	14.79%
White	196	40.83%	Student Mobility	10	2.08%

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

Student, Family and Community Involvement in Plan:

Through intentional family outreach and participation, CPM has communicated our school improvement plan through the following formats; our Newsletter/Weekly emails/auto-generated mass email and phone call delivery systems, student and family participation with our monthly CPM Equity Team regarding equitable teaching practices, 6th grade orientation meetings at feeder pattern elementary schools, and monthly coffee chats with the Principal, and finally the Building Leadership Team (BLT) with parent and student input has had time to reflect on the school improvement plan.

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

Describe the progress your school made toward the improvement goals in the 2019-2020 SIP.

<p>Goal: Teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores on formative classroom based assessments, ongoing progress monitoring and state based assessments (SBA as applicable).</p>	<p>This goal was not met with the COVID shut down as only one initial Panorama screening survey was administered prior to the shut down in February 2020; we are revisiting our strategies for engagement of student responses to school climate indicated by more Panorama options, and teaching student how to use the screening tool.</p> <p>Percent of positive student responses to school climate indicate students feel that they have someone to talk to in the building (up 30%). Students have a very positive perception of support staff at our school.</p> <p>With one of the highest F/R rate of all comprehensive MS in district, and highest EL and IEP %:</p> <ul style="list-style-type: none">Highest Grade 8 ELA scoresHighest Science scores for FRL and EL studentsSpecial Education Students tested in MATH: 62 of 66 (93.94%) participation rate, this is an area of opportunity
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How has the progress described above informed your school's improvement planning for this school year?

Due to the COVID-19 pandemic CPM was unable to collect formative classroom data for the year. After the school closure, CPM focused our attention on student engagement, remote learning, home school communication and ways to connect students. Furthermore, our intentional planning of culturally responsive teaching practices and equitable grading practice to meet the SEL needs of our students and staff. Weekly student support team meetings to discuss specific identified students



from Panorama universal data responses. Weekly FLEX reports to provide team with all grades of students failing one or more classes and attendance barriers.

Advisory period four times per week for students to check in with teachers, receive extra support, complete missing assignments, make up missed work.

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

Section III: Needs Assessment

A. Areas of Strength

1. Ongoing review of data in spring of 2020 to increase student placement in honors ELA, Math and standard STEM courses. Individual phone conferences with CICO support team and families to determine appropriate placement of incoming 7th graders 8th graders and transitioning 9th graders to the high school setting (registration).
2. CPM has a strong Science program that consistently supports all students' growth in learning to analyze scientific theory and makes claims based on evidence. Results from CCSS in Science, and state assessments show our students make positive growth of 62% or higher for each year with measures in Science, this includes English learners and students receiving FRL services.

Areas of Needed Growth

1. Ongoing review of CTE & Honors sections are 47% of students of color as compared to 56% of the entire school demographic. This disproportionality will be addressed to offer more avenues about the registration process to families and students, to reduce language barriers, and to improve strategies to reach more multi-lingual students and families to better support the process for accessing CTE & Honors sections.
2. Ongoing review of CTE & Honors courses with the number of Latinx student enrolled in honors at only 18% of the total student demographic of 30% identified as Latinx. Increased support to have more communication about the registration process, to reduce language barriers, and to improve strategies to reach more multi-lingual students and families.

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

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

C. Additional Data Required

State Participation Rate: 95% participation required

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

Section IV: Theory of Action

Theory of Action:

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

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

THEN

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

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

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

A. Whole School Achievement Goal(s) —

English Language Art Goal:

For the 2020-2120 school year (October-May), CPM will increase ELA scores by 3% who did not meet standard on the 5th grade ELA SBA in 2018-2019. This will be

measured by summative and formative classroom based assessments, on-going progress monitoring, universal screening tools and state based assessments (SBA) if applicable.

Math Goals:

For the 2020-2120 school year (October-May) CPM will increase the scores of the students by 3% who did not meet standard on the 5th grade Math SBA in 2018-2019. This will be measured by summative and formative classroom based assessments, on-going progress monitoring, universal screening tools and state based assessments (SBA) if applicable.

B. Opportunity Gap Goal(s): Our focus groups will be to increase our test scores by 3% for students identified as EL, Latinx, Black/African American, and/or Free/Reduced Lunch, who did not meet proficiency on the 2018-19 Smarter Balanced Assessment.

C. Connections to Blueprint 2025 Metrics:

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

D. Social Emotional Learning (SEL) Focus: Student Engagement Team, Student Study Team, Check and Connect Team, all have a pivotal part in supporting the SEL needs of our student with a monthly review of data from the Panorama Survey, with monthly Character Strong Themed lessons, and weekly Advisory videos on SEL topics.

Section VI: Action Plan

Action Plan for 2020-2021

Key Improvement Action	Description	Timeline
Increased instructional staff capacity to support culturally responsive teaching practices by analysis best teaching practices via a cycle of inquiry within a PLC setting	Building-wide professional development focused on supporting the target group of Free/Reduced, EL, IEP, Latinx, Black/African American students who are not meeting proficiency in ELA and mathematics SBA. Building-wide focus on critical vocabulary, particularly academic vocabulary in mathematics, in order to provide support in promoting mathematical thinking and reasoning.	Ongoing 2020-21 SY

	Building Leadership Team plan to lead staff-wide learning around culturally responsive practices.	
Improve PLC discourse on equitable grading practices for CPMs students of hope.	<p>Small group activities focused on the SIP goal related to culturally responsive teaching practices.</p> <p>To meet the SIP goal of understanding adolescent development and to deepen understanding of student learning for the target populations the Instructional Council team is collaborating on a book study on equitable classrooms and inclusionary practices. The leaders and teacher leaders will share their ongoing learning with via professional development trainings.</p> <p>Equity team and counseling (CICO) team engaging in ongoing learning on attendance policies, trauma informed practice to better understand all students and those identified in the target population.</p> <p>Small group PLC work focused on sharing ideas and tools for increasing mathematical academic vocabulary.</p>	Ongoing 2020-21 SY

Plan for Years 2: 2021 – 2022 and Year 3: 2022 – 2023 School Years

Strategies for Instructional Improvement

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

Strategies for Improving our System

- Continue to be intentional about honors placements for all students
- Effectively implement a tiers of interventions for all students
- Utilize restorative practices to address student behaviors and discipline

- Implement Character Strong model for counseling to provide SEL access for all students.

Family & Community Engagement

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

Teaching and Learning Opportunities

- Create high-performing PLCs and to provide time and resources to support continuous cycles of inquiry
- Provide job-embedded professional development with language acquisition cycles, instructional technology and content lead professional learning sessions.

Section VII: Grade Level/Specialist/Department Goals

English Learners:

Between October 2020 and May 2021, the EL department will communicate information and encouraging/positive messages to families on a routine basis using the Talking Points app, which translates messages into most families preferred home language. We will also support students in learning and applying tools and strategies to problem-solve and persevere across content-area classes.

We will measure this formatively by...

- Monitoring interaction with families on Talking Points
- Check-in discussions with students
- Informal feedback from teachers regarding student use of problem-solving strategies

We will measure this summatively by...

- End of the year family survey
- Formal feedback forms from teachers and students regarding use of problem-solving strategies

Action steps:

- Create resources for teachers about utilizing available accessibility tools
- Create and demonstrate lessons for students about problem-solving and perseverance strategies
- Involve support staff in teaching/demonstrating these strategies

Technology:

Accessibility tools such as tools for translation, screencasting/video tools, Talking Points app

Science Department Goals 2020-2021

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

We will measure this by: Teachers will be able to measure this by picking appropriate lessons based on where our students' understanding of the puzzling phenomena is (should students explore on their own more, be given direct instruction, write a summary table, or write up a CER, etc...) We will track student's ability to generate key concepts and ideas as well as demonstrate their understanding of these concepts and ability to apply to new situations. This will be measured by google forms generating ideas, assessments applying ideas to our puzzling phenomena and new situations.

Action steps we will take to meet our goal:

- Actions the Science department will take to meet our goal is to meet weekly as a PLC to discuss student work, analyze and share student data, continuing to enhance our understanding of district provided technology and how to use it to enhance student learning opportunities.
- We will also attend PD for tech teaching practices, read articles, collaborate with other schools and departments to create a repertoire of best teaching practices that improve student engagement.
- We will record ourselves, visit each others' classrooms, and reflect on ourselves to share with the department to analyze our current teaching practices.

How Technology will be used: Exclusively

Our virtual classrooms will be on Canvas and Zoom. We will also incorporate videos, Peardecks, Google Forms, Newsela Articles and Amplify simulations in our teaching.

Math Department Goals 2020-2021:

2020-2021 Goal: Between September 2020 and May 2021, the math department will develop strong classroom relationships and foster the academic growth of all students through technology, adherence to district grading policy, adherence to the MS and HS Math Prioritization Standards 2020-2021 documents and conversations around student learning with students, families, and in office hours.

Technology -

- Teachers will use technology in the classroom, striving to move up the SAMR model by using Canvas, Online books, I-Ready diagnostic, Math apps, videos and online tech support when appropriate.

We will measure this formatively by:

- Practice work assignments, quizzes, questioning, in-zoom student responses and surveys, observations, student reflections, think-alouds, I-Ready and other online interactive math programs.

We will measure this summatively by:

- We will measure this summatively by chapter tests, semester tests and real world projects which integrate and assess the use of the MS and HS Prioritization Standards 2020-2021 which are Common Core aligned.

Action steps we will take to meet our goal:

- 2 Teachers are using i-Ready.
- 100 minutes of Synchronous instruction + 150 minutes of Asynchronous instruction per week
- Grading aligned with Edmonds School District Grading Policy 2020-2021
- Aligned Dept. Retake Policy: We will give students 2 attempts per assessment. If a student wants more tries, they will need a consultation via office hours first.
- Office Hour support available with Courtney Strash, Nancy Roma and through CLL.

Health and Fitness Department:

Health and Fitness

2020-2021 Goal: Between October and May, Health and Fitness students will be able to identify the Components of Fitness and their definitions with at least 80% accuracy.

1. *We will measure this formatively by: Canvas Quizzes, Exit tickets, Pear Deck, EdPuzzle, Kahoot, etc.*
2. *We will measure this summatively by: Pre-Test/Post-Test with same format*
3. *Action steps we will take to meet our goal: Each teacher will provide a pre-test in semester 1 and a post-test in semester 2 with multiple forms of formative assessment between pre/post assessments.*
4. *Technology — this is how we will use technology to support meeting our goal: Students will use Chromebook devices to access online information/assessment tools in order for teachers to measure student growth.*

Special Education Department

RESOURCE READING: Student Learning Goal: Between October 2020 and May 2021, our special education department will work to increase students' ability to advance skills in reading comprehension **from** an average grade level of 3rd-4th grade to a minimum of a .5 grade increase based off of formative and informative assessment data (CCSS ELA 7.RL.1; 7.RL.2; 8.RL.5; 8.RL.1; 8.RL.2; 8.RL.5) when engaged in

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

We will measure this Formatively by:

- a. Having the students do self assessment using self reflection (pre-assessments) of their reading and the teacher will also assess student present levels with teacher assessment.

b. Teacher will also do an informal pre assessment (main idea, favorite part, connection, etc.) with each student on their independent reading and set up a log for reading

c. As well as the computer assisted baseline data to assess current levels.

We will measure this Summatively by:

a. Teacher will assess improvements in student capacity through higher scores in the monitoring tool

b. Students' capacity to read independently will be summatively assessed by conversations with students related to reading log.

c. Teacher monitoring of the reading through computer assessments (i.e. STAR; Easy CBM; Read Theory, iReady, lexile)

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

Teaching greater skill and supporting access through programs such as; Read & Write for Google, Learning Ally, Raz Kids, iReady, Reading A-Z,

Testing will be conducted using STAR reading system, Easy CBM, iReady, and other assessments.

RESOURCE MATH: Student Learning Goal: Between October 2020 and May 2021, our special education department, Learning Support students who took the Moving with Math Pre-test will improve their measurement and data skills. Our students' current composite measurement score is 52% and our goal is to improve the composite measurement score to 70% or more as measured by the Moving with Math benchmark and/or post-test.

(CCSS. Math 7.RP.A.1, 7.2, 7.2A,)

when engaged in

(a) teacher directed

(b) independent

(c) computer assisted math activities

We will measure this Formatively by:

d. Having the students do self assessment using self reflection (pre-assessments) of their math and the teacher will also assess student present levels with teacher assessment.

e. Teacher will also do an informal pre assessment with each student on their math strengths and preferences

f. As well as the computer assisted pre-assessment to assess current levels (i.e. Moving with Math)

We will measure this Summatively by:

d. Teacher will assess improvements in student capacity through higher scores in the monitoring tools

e. Teacher monitoring of math skills through computer assessments (Easy CBM; Moving with Math, iReady)

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

Use iReady that is specific to student each week for math practice,

Testing will be conducted using Easy CBM, Moving with Math, iReady. (Moving with Math will be the only assessment used for final data collection)

INTENSIVE SUPPORT MATH: 80% of the students in my group will increase their ability to solve and interpret addition and subtraction problems by 10% or more as measured by teacher observation and pre and post assessments given in September 2020 and April 2021 and monitored by incremental data points, such as formative weekly assessment and teacher observation.

(CCSS. Math 7.RP.A.1, 7.2, 7.2A,)

when engaged in

(a) teacher directed

(b) independent

(c) computer assisted math activities

We will measure this Formatively by:

g. Having the students do self assessment using self reflection (pre-assessments) of their math and the teacher will also assess student present levels with teacher assessment.

h. Teacher will also do an informal pre assessment with each student on their math strengths and preferences.

We will measure this Summatively by:

f. Teacher will assess improvements in student capacity through higher scores in the monitoring tools

g. Teacher monitoring of math skills through computer assessments (Easy CBM)

Humanities Department:

Goal: Between October 2020 and May 2021, 75-84% of participating humanities students will improve their ability to analyze evidence to support a claim at standard as measured by "analysis of evidence" in a paragraph through CCSS aligned rubrics.

We will measure this formatively by:

Measured by "analysis of evidence" in written paragraphs through CCSS aligned rubrics.

Reflective writings in response to culturally responsive strategies/readings/assignments.

We will measure this summatively by:

Collection and discussion of data to drive decision making process on how to meet our goal.

Humanities teachers will collaborate to identify and implement culturally responsive strategies and family engagement strategies within the learning community in content based activities.

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

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

Grades 7/8 Instrumental Music

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

We will measure this formatively by:

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

We will measure this summatively by

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

Action steps we will take to meet our goal:

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

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

- Metronome over Bluetooth Speakers

STEM: Department Goals 2020-2021

Between October 10, 2020 and June 1, 2021, Students in the STEM Foundations course will be able to successfully demonstrate their ability to build better structures when assessed by measurement, glue joint type, and weight held.

We will measure this formatively by: Check ins with students during their build time to ensure understanding of the concepts presented.

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

Action steps we will take to meet our goal:

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

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

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

World Language: Exploratory Spanish

The WL goal is to be sure that we are developing opportunities for all students to engage with materials in a way that is meaningful. In order to meet this goal, the WL department plans to continue to work toward culturally responsive teaching practices. We will engage in professional development opportunities around Culturally Responsive Teaching, creating community in a remote learning environment, and formative and summative assessment practices in a remote learning environment. We also plan to engage in professional development around technology in a remote classroom. Students will be exposed to language learning and culture.

- *We will measure student growth in formative ways:* daily entrance work, online practice, quizzes and small group or one on one interactions.
- *We will measure student growth in summative ways:* written exams, oral exams, presentations.
- *Action steps we will take to meet our goal:* Attend virtual trainings around Culturally Responsive Teaching, implementing technology in the virtual classroom, and assessment and engagement strategies in a WL classroom.
- *Technology — this is how we will use technology to support meeting our goal:* 1:1 Chromebooks, Canvas, Conjuguemos, Memrise, Kahoot, YouTube, Zoom, Quizlet, Peardeck, EdPuzzle, VHL online textbook.

Counseling Department:

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

We will measure this Formatively by: Collect qualitative data from students and staff regarding their participation and perceptions of the Character Strong Program.

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

Action steps we will take to meet our goal:

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

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

- Monthly Character trait videos
- Daily Character Dares

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

Visual Arts Goal

Between October - May, art students will learn the seven basic elements of Art and incorporate them into their work and reflections.

- 2) *We will measure this formatively by:* Single-skill projects, reflection
- 3) *We will measure this summatively by:* Multiple-skill, complex projects.
- 4) *Action steps we will take to meet our goal:* Collaboration with other district Art teachers, ArtofEd online lessons.
- 5) *Technology — this is how we will use technology to support meeting our goal:* 1:1 Chromebooks, Canvas, YouTube, Digital photography.