



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Meadowdale Middle School

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: To advocate for all students by providing a learning environment which empowers students, staff, and the community to maximize their personal, creative, and academic potential in order to become lifelong learners and responsible world citizens.

School Vision: We are committed to empowering students by creating a student-centered environment that is engaging and accessible based on rigorous standards.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	774	NA	Two or More Races	79	10.21%
American Indian/Alaskan Native	2	0.26%	English Language Learners	103	13.31%
Asian	72	9.3%	Homeless/McKinney-Vento	18	2.33%
Black/African American	73	9.43%	Low Income	352	45.48%
Hispanic/Latino	179	23.13%	Section 504	36	4.65%

Native Hawaiian/Other Pacific Islander	12	1.55%	Students with Disabilities	105	13.57%
White	357	46.12%	Student Mobility	17	2.2%

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

Student, Family and Community Involvement in Plan:

- Student input through ASB, ASB Rep Assembly, and various school clubs and leadership groups
- Building Leadership Team and Equity, Safety, & Civility Team Parent Representatives
- Monthly Parent Club and Parent Club-hosted virtual Coffee Chats
- Family Evening Events – Curriculum Night, topical workshops, African/African-American Parent Night, Latino Parent Night, ELL Family Night, Meadowdale Community Night, Parent/Teacher Conferences
- Weekly communication from the school and regular contact with teachers

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:
On the English Language Arts (ELA) SBA, 63.86% of 7 th grade students met standard as 6 th graders in 2018-19. 64.99% of 8 th grade students met standard as 7 th graders in 2018-19.	<p>Unfortunately, with not having data from SBA this last year, we are unable to ascertain the level of growth in this group relative to that assessment. We do have two other data points that would help us determine the extent to which students experienced growth in this area, though.</p> <p>The most similar assessment data would be the STAR Reading Assessment, which our teachers administered at least twice last year. 7th graders averaged 50.52 points of growth between the fall and winter administrations, and 8th graders averaged 59.07.</p>

<p>Our goal in this area was to see 5% growth in each year that the cohort is at our school, with 10% total cohort growth in meeting standard on the English Language Arts SBA while they are at MMS.</p>	<p>When we look at course passage rates, we see a positive picture. In looking at semester one grades, 100% (393/393) of 7th graders and 99% (379/383) of 8th graders passed their English course. Our English department uses standards-based grading and multiple forms of assessment to ensure that students are meeting standard.</p> <p>Even given the data points we have, we still likely wouldn't have hit our target if the students had been able to take the SBA. Even though our STAR data and our grade data showed that students clearly made growth over the course of the first half of the year, there historically has not typically been a strong correlation between course passage rates and meeting standard on the SBA. In addition, we did not have professional development focused specifically on the ELA SBA as we have done in the past, so with less explicit focus on the practices to support success on that assessment, it is unlikely we would have seen a great deal of growth.</p>
<p>On the Math SBA, 55.48% of 7th grade students met standard as 6th graders in 2018-19. 48.41% of 8th graders met standard as 7th graders in 2018-19.</p> <p>Our goal in this area was to see 5% growth in each year that the cohort is at our school, with 10% total cohort growth in meeting standard on the Math SBA while they are at MMS.</p>	<p>Unfortunately, with not having data from SBA this last year, we are unable to ascertain the level of growth in this group relative to that assessment. Unlike ELA, we do not have another assessment that contains consistent data for our students last year. We piloted a new assessment in second semester, but not enough students took it twice to give us a true look at their growth.</p> <p>We can look at course passage rates to get an idea of how students were doing. Our 7th graders passed their math class at a rate of 91% (336/370), while 8th graders achieved 90% (336/375) passage. As with English, this is a positive outcome.</p> <p>That said, as with ELA, we still likely wouldn't have hit our target if the students had been able to take the SBA. This is due again to the lack of focused professional development on the math SBA practices that would have aided student success. The math teachers of course focus on the content that appears on the assessment, but without a more intentional focus by the whole school on some of the shared practices, we are unlikely to see marked growth.</p>
<p>On the Panorama student opinion</p>	<p>Unfortunately, the final Panorama survey was going to be administered in the spring, and due to the school closure, we</p>

survey, we hope to see growth over time in the Self-Efficacy and Learning Strategies categories. On the 2018-19 survey, the percentage of students responding positively in that category overall was 51%. Students responded positively 50% of the time to the question, "When complicated ideas are presented in class, how confident are you that you can understand them?" 56% responded positively to the question, "How confident are you that you can do the hardest work assigned in your class?" In the Learning Strategies category overall, there was a 57% positive response rate. 61% of students responded favorably to the question, "How confident are you that you can choose an effective strategy to get your schoolwork done well?" With our increasing focus on student engagement

were unable to get those results. We do, however, have the results from the winter administration. In the self-efficacy category, students actually felt less positive over time, with 52% responding positively in the fall and only 47% responding positively in the winter. There was slight growth in the question, "When complicated ideas are presented in class, how confident are you that you can understand them?" with 42% responding positively in the fall and 44% doing so in the winter. The trend went in the other direction on the question, "How confident are you that you can do the hardest work assigned in your class?" with 51% responding positively in the fall and 45% doing so in the winter. Finally, on the question, "How confident are you that you can choose an effective strategy to get your schoolwork done well?" there was no change from fall to winter with a consistent 59% average.

Overall, we did not see the 5% growth in each category we hoped to see, which could be due to a couple of factors. First, we don't have a year's data at which to look, so perhaps there was more growth potential if we had had more time with the students. Even so, though, we were not able to engage our staff in the level of professional development around self-efficacy and the practices to build independent learner skills in our students that we had hoped. We also did not make as much headway in using our Homeroom advisory period to explicitly teach some of those skills. In order to see the outcomes we are hoping for, we are going to need to be much more intentional this year and in the future of making sure to create the conditions for success.

<p>as independent thinkers and learners, we would hope to see 5% growth each year over the course of our three-year SIP for a total of a fifteen percent increase in each category.</p>									
<p>For our Opportunity Cohort, none of whom have previous met standard on both the ELA or Math SBA, 50% of students will increase their performance by at least one level on the 2019-20 ELA SBA, and the same on the Math SBA.</p>	<p>We have called our “opportunity gap group” our Opportunity Cohort, students that had never previously met standard on either the ELA or Math SBA.</p> <table border="1" data-bbox="548 783 1409 1213"> <thead> <tr> <th data-bbox="548 783 979 850">7th Grade ELA</th> <th data-bbox="984 783 1409 850">7th Grade Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 856 979 999"> Met Standard – 0% Level 1 - 35 Level 2 – 8 </td> <td data-bbox="984 856 1409 999"> Met Standard – 0% Level 1 - 37 Level 2 – 6 </td> </tr> <tr> <th data-bbox="548 1005 979 1073">8th Grade ELA</th> <th data-bbox="984 1005 1409 1073">8th Grade ELA</th> </tr> <tr> <td data-bbox="548 1079 979 1213"> Met Standard – 0% Level 1 - 35 Level 2 - 25 </td> <td data-bbox="984 1079 1409 1213"> Met Standard – 0% Level 1 - 40 Level 2 - 20 </td> </tr> </tbody> </table> <p>Unfortunately, with not having data from SBA this last year, we are unable to ascertain the level of growth in this group relative to that assessment.</p> <p>As with the whole group ELA goal, though, we do have the STAR data that give us a little bit of information on their growth. The 7th graders in this cohort averaged a growth of 31.57 points between fall and winter and 8th graders averaged 31.74, both cohorts demonstrating average growth that was over 20 points less than the whole group. As with the whole group goal in math, we do not have a consistent set of data from which we can determine the extent of student growth. Given these things, it is likely that we would not have hit the target, for all the same reasons.</p>	7 th Grade ELA	7 th Grade Math	Met Standard – 0% Level 1 - 35 Level 2 – 8	Met Standard – 0% Level 1 - 37 Level 2 – 6	8 th Grade ELA	8 th Grade ELA	Met Standard – 0% Level 1 - 35 Level 2 - 25	Met Standard – 0% Level 1 - 40 Level 2 - 20
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How has the progress described above informed your school’s improvement planning for this school year?



Given the context of the school closure last year and the lack of growth in what measures we do have, we are essentially extending our first year plan over two years and then following the original plan after that.

What impact did the school closure have on your school's improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps you unable to complete?

The school closure had a large impact on our school's improvement work. Professional learning opportunities were fewer, and access to students was greatly lessened, so we were not able to enact much of the independent learner skill work we wanted to do. We were, however, to get most of the way through the book study on Culturally Responsive Teaching and the Brain in our small equity groups in staff meetings. It was the deeper study of other connected pieces, like formative assessment and thinking routines, that we were not able to get to.

Also on the bright side, we were able to roll out the House concept last year to what felt like great success, though we do not have data beyond anecdotal evidence to demonstrate its effectiveness in helping students feel connected to the school and to each other.

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. There are several bright spots when looking at the various typical measures of academic success. On the ELA SBA, cohort data shows that students at our school over the last several years have increased their passing rates once they complete 7th grade. On the Math SBA, the scores for female and male students is almost identical with no discernable gap over the last four years. F grade disproportionality for Black and African-American students has decreased over time, so that students in that group receiving Fs are proportionate to their population.

2. Past family and student surveys paint a positive picture of many aspects of our school. In the last parent survey we were able to administer, in the spring of 2019, parents





report high confidence (85%) that they know how to support their student's learning at home. 88% responded in the positive about the school's communication of events and activities. Parents responded to the statement "I know how well my student is doing academically in school" in the positive at a 92% rate. 86% of parents of students in Special Education report that they have a staff member they feel they can trust. Hispanic parents and the parents of English Language Learners respond in the positive at a higher level than all other groups across most questions.

Students responded positively to many of the various academic and learning environment questions on the last student survey we administered, in spring of 2019. 91% responded in the positive to the statement, "My assignments are important." 92% agreed that, "My classes challenge me to think and solve problems." Students responded positively 95% of the time to the statement, "I can get good grades in my classes if I work hard." They also had many positives to say about the staff. 88% said that teachers respect student differences. 90% said, "My teachers care about me as a person", while 89% said, "My teachers work hard to make sure I learn." 93% of students said, "My teachers really believe I can achieve academically." On the Panorama survey given in the late winter of 2020, students demonstrated a positive sense of growth mindset, with our 59% rate ranking in the 80-99th percentile of similar schools in the country in spring of 2019 and 53% in the winter of 2020.

Areas of Needed Growth

1. Over the past several years, MMS has not made major gains in the typical measures of academic success, including the SBA and F grades. Gaps between the various demographic and service groups mirror those of the district and state.

- On the ELA SBA, only 47% of 7th grade and 43.41% of 8th grade Hispanic students met standard in 2018-19. ELL students' passing rate has decreased over the last four years from 29% to 22%.
 - On the Math SBA, 7th grade students met standard at a rate of 48.43% and 8th grade at 50.29% at in 2018-19, and there has been little change over the last four years. 23.33% of Black/African American students met standard in 2018-19, while 23.01% of Hispanic students met standard. That same year, 17.24% of Bilingual students and 26.09% of students in Special Education met standard.
 - Also, F grades are being earned at an increasing rate over the last few years, with 178 total Fs in 2015-16 and 228 in 16-17, to 396 total Fs in 2017-18 and 381 in 2018-19. In the first semester of the 2019-20 school year, 215 students earned Fs. While this appears to be a decrease, it only encompasses the first semester, while previous years' data was collected in second semester and so is not an exact
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comparison. In all years, Hispanic students, English Language Learners, and students in Special Education earning failing grades at rates higher than their overall populations.

2. Over the last three years, students report finding less relevance in and less connection to their learning. On the student survey administered in spring of 2019, the statement, “My teachers make learning interesting” has decreased over time to 73%. Black and African-American responded positively at a lower rate, 63%. 72% of students agreed with the statement, “I can see how the information I’m learning in school can be used in real life.” Students responded to the statement, “The homework I do helps me understand what I am learning in class” 70% of the time. On that question, 84% of Asian students responded positively, whereas only 60% of African-American students did. Overall, Black and African-American students responded less positively on most questions. Finally, agreement with the statement, “I feel like I belong in this school. I belong here.” has decreased over the last three years to 81%.

The Panorama data collected in 18-19 connected with this, with students reporting a low sense of self-efficacy. In the Self-Efficacy category overall, there was a 51% rate, which represents no change from first survey and only 20th-39th percentile nationally. This number was even lower in 2019-2020 school year at 47% in the late winter administration.

3. We have an opportunity to build more positive ongoing relationships with families in order to support their students. In the last parent survey, administered in spring of 2019, 65% of parents say the teachers work hard to build relationships with families. 70% responded positively to the statement, “I have a staff member I can trust.” 57% of families have received communication about their student’s academic progress 4-6 times a year or more. Families agreed in the positive at a rate of 59% to the statement, “The school provides opportunities to strengthen my student’s cultural identity.” 67% feel that the principal seeks and uses feedback to improve the school.

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?

Based on the Root Cause Analysis completed with the staff and in conversations with our Building Leadership Council, we have identified numerous potential causes that impact both areas including: A. a lack of knowledge about and use of culturally-responsive



teaching practices to support students as independent learners; B. few intentional connections being made to the real-work application of what students are learning; C. a lack of direct teaching and support related to student self-efficacy, particularly with intentionality of supporting the transition students undergo from 6th to 7th grade. Finally, there is work we can do in terms of strengthening teacher-student, teacher-family, and student-student relationships in order to form learning partnerships.

The main causal factor related to these areas of growth seems to be instructional practices, which makes sense given all of the research on the teacher’s direct impact on student learning. While we have focused on improving facets of instructional practice over the years (e.g., student choice, differentiation, best practices for supporting ELLs), these have been a bit fragmented over time, given several areas of focus being implemented each year. We have started to reframe and refocus our professional learning efforts on those things that will help students become independent learners and thinkers, from explicit teaching of mindsets and skills, to designing lessons that are at an appropriate level of rigor and relevance for students.

One other facet of our school improvement work at Meadowdale is moving from equity work focused mostly on staff self-awareness and instructional practice to becoming an antiracist institution. While the scholarship around antiracist work is by no means new, there has been a growing immediacy for the work in schools as we are experiencing the twin pandemics of a global health crisis and ongoing social injustice and systemic racism in the United States, both of which disproportionately affect our BIPOC students. As is true of many schools in the United States, a broad look at all of our data tells the story of our BIPOC students and families having different experiences and different outcomes than their white peers. Our school improvement planning this year is based on closing opportunity gaps for students and creating an inclusive, supportive school environment.

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)
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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

Theory of Action:

If we strive to create a school culture focused on inclusion and building relationships and teachers design accessible instruction that engages our students in learning content and skills designed to support their growth as independent learners and thinkers, then students' perception of their own self-efficacy will increase and student achievement overall will in turn increase, as measured through course passage rates, various assessment data, and student opinion surveys.

Rationale:

We based our focus on students' capacity as independent learners and thinkers on our research done over the last couple of years, building on the learning previously done around writing, differentiation, and equity. One place where the concept of students as independent learners and thinkers is most highlighted is in the research around culturally responsive teaching practices. These practices focus on the need for students to have a strong relationship with the adults they are learning from; an intellectually safe learning environment; ways of learning that draw upon their specific cultural and linguistic funds of knowledge; and learning experiences that help build their intellectual capacity. This corresponds with Hattie's research, of which the top three practices/beliefs most correlated to student learning are collective teacher efficacy, student self-reported grades, and teacher estimates of student achievement. Beyond the top three, there are numerous practices that are part of culturally responsive pedagogy that are highly ranked. Between Hattie's research and culturally responsive practice, there are many commonalities with the key components of project-based learning, which drove our desire to explore that as a possibility for the future. Based on this research, our student population, and the foundation we have in place in our building, we believe this pathway will be supportive of student learning and growth.

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

A. Whole School Achievement Goal(s) —

By the end of the 20-21 school year, MMS students will develop their independent learner skills and concept of their own self-efficacy, as demonstrated using three key measures: NC grades, student responses to a district SEL survey, and student responses to a school-based quarterly survey.

First quarter, we had 278 students earn a total of 699 NCs. Our goal for this year is to reduce the both the number of students and number of NCs by one-half.

On the Panorama student SEL survey, we will compare the results from the fall administration to the spring administration this year. Within that, we hope to see growth over time in the Self-Efficacy and Learning Strategies categories. Within those categories, we have several questions we will monitor:

- “When complicated ideas are presented in class, how confident are you that you can understand them?”
- “How confident are you that you can complete all of the work that is assigned in your classes?”
- “How confident are you that you can learn all of the material presented in your classes?”
- “How confident are you that you can do the hardest work assigned in your class?”
- “How confident are you that you can choose an effective strategy to get your schoolwork done well?”

With our increasing focus on student engagement as independent thinkers and learners, we would hope to see 10% growth this year in each category or question from fall to spring.

We have also created a student survey that we will be administering at the end of each quarter. There are several key questions we will use to determine the effectiveness of our work with students:

- For this quarter: Considering your morning "live" classes (attending Zooms, participating in class discussions and work), how do you think you did? – First quarter, 72.5% of respondents said “Great!” or “Pretty Good.”
- For this quarter: Considering your independent work time (going to office hours, doing and turning in your work, studying for tests or quizzes, doing

your independent reading), how do you think you did? - First quarter, 55.8% of respondents said "Great!" or "Pretty Good."

- How well do you think you managed your time during this quarter? - First quarter, 82.9% said "Very Well" or "OK."
- Are you currently using a tool to help you stay organized (planner, online calendar, other)? - First quarter, 62.5% said Yes.
- How often do you check your school email? - First quarter, 31.1% said every day, while 60.2% said once a week.
- If there were assignments that you did not turn in, was it usually because... with answers designed to elevate several possible issues students might have. - First quarter, 40.3% said "I forgot or just didn't manage my time well", while 25.9% said "I had problems with Canvas or the other programs we're using", and 13% said "The assignment was too difficult."
- How could the school and/or your teachers help you to be successful next quarter? - First quarter, 44.5% said "I don't need any help", while 15.7% said "Help me with my time management", and 15.2% said "Help me with planning and organization."

Overall, we hope to see strong growth in these numbers that would indicate students using learning strategies and executive functioning skills. We would hope to see at least 10% growth in each of areas.

An integral set of measures to determine the efficacy of our plan relate to students' social-emotional well-being and feelings of connection to the school, These particular measures are spelled out in section D below.

Finally, should the SBA be given in the spring, we could look at the results to see if they correspond to the changes we see in these other areas, and we would hope to use it as a measure in the future years of the SIP.

B. Opportunity Gap Goal(s): Same as above, but for those subgroups of students not experiencing the same levels of success as "all students" or another comparison group. - Our Opportunity Cohort this year is made up of those students who are denoted as either "high risk" or "medium risk" and who have 1 or more NCs on the first Risk Trending report at the end of the first quarter, and who do not receive academic services. The Risk Trending report looks at students' attendance, grades, discipline data, and academic services received. The students in

these groups are disproportionately students of color and tend to qualify for free or reduced meals at a much greater percentage than the whole school.

At the end of first quarter, we had 91 students that met these criteria. As a group, they earned 273 NC grades. At the end of the second semester, our goal is to have 25% fewer students meeting these criteria with 50% fewer NCs earned.

On our other measures, we are hoping to see 15% growth in each of the areas.

C. Connections to Blueprint 2025 Metrics – Our plans will connect to three of the Blueprint 2025 metrics: the number of middle school students meeting grade level standards in English Language Arts; the number of middle school students meeting grade level standards in Mathematics; and the number of students in regular attendance.

D. Social Emotional Learning Focus—how are you supporting students' social and emotional needs? What will you measure to show improvement? This year, our teachers started the school year with professional learning about social-emotional support for students and engaged in intentional planning about how they will forge relationships with students; how they will monitor students' social-emotional well-being; and how they will create inclusive, supportive classroom environments. As a whole school, we will have a student engagement team that will be looking at various measures throughout the year, such as attendance, grades, and answers to various questions on the screeners described below. When students of concern are identified, we will create an individualized plan for support and will monitor its effectiveness in supporting the student.

To measure the success of these interventions, we have several survey questions we will be asking students over the course of the year via the Panorama Wellness Screener:

- “How connected do you feel to other students at your school right now?” – 19% of students responded favorably on this question in the first administration of this survey this year. We would like to see at least a 50% increase over the course of the school year.
- “How connected do you feel to the adults at your school right now?” – 27% of students responded favorably, and we would like to see at least a 50% increase in this number.

- “Do you have a teacher or other adult school who you can count on to help you, no matter what?” – 80% of the students responded favorably, and we would like to see at least a 10% increase over the course of the year.

Section VI: Action Plan

Plan for 2020-21:

One important facet of our work as a school this year is elevating our work as an antiracist institution. The national context of systemic racism and social injustice, along with the pervasive gaps in our data between our student groups underscore the urgency of this work. For the purposes of our work as a school, we are defining becoming an anti-racist institution as looking critically at the policies and systems that maintain and increase the opportunity gaps our students and families experience, and making intentional changes to minimize those gaps and increase positive experiences and connection with school.

Actions that will be part of this work include:

- concluding our book study of Culturally Responsive Teaching and the Brain, and engaging in a deeper study of self-efficacy and related classroom strategies
- implementing culturally-responsive practices in our daily instruction and interactions with students and families
- supporting students’ growth as independent thinkers and learners through intentional task and class structure design focusing on relevance, rigor, and accessibility
- implementing social-emotional learning practices to support students’ feelings of inclusion and connection, and
- examining data to find school policies and systems that exacerbate the marginalization of certain students and families and making changes so that barriers are removed.

Key Improvement Action	Description	Timeline
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<p>Teachers will design classroom environments that are culturally responsive and intellectually safe.</p>	<p>We will continue to develop our collective understanding and implementation of culturally-responsive teaching practices based on our study of <u>Culturally Responsive Teaching and the Brain</u>.</p>	<p>Ongoing through the 2020-21 school year with continued implementation in later years.</p>
<p>Teachers will implement explicit teaching of executive functioning skills and thinking routines.</p>	<p>Our professional learning for the year will focus on a deeper study of self-efficacy and classroom strategies to promote it. We will design executive functioning exercises and lessons for our Homeroom teachers to implement with their students.</p>	<p>Ongoing through the 2020-21 school year with continued implementation in later years.</p>
<p>In order to maximize instructional opportunities to build student intellectual capacity, teachers will engage in lesson planning for structures for inquiry and critical thinking, with special attention paid to relevance and accessibility in remote learning.</p>	<p>As we engage in professional learning opportunities over the course of the school year, we will begin to develop our collective understanding of lesson planning structures that best support student learning and thinking, particularly in the remote learning environment. Teachers will work in their PLCs to create, implement, and review these lessons.</p>	<p>Ongoing through the 2020-21 school year with continued implementation in later years.</p>
<p>Staff will continue our intentional focus on building relationships between students, families, and staff, and strive to create an inclusive, supportive environment.</p>	<p>Teachers will implement classroom practices that allow for the social-emotional growth of our students. Our traditional support structures for responding to students' academic and emotional needs will be adapted to the online environment. We will work to adapt the transitional activities for our incoming students at the beginning</p>	<p>Ongoing through the 2020-21 school year with continued implementation in later years.</p>

	of the year and throughout. We will also continue our focus on Houses to unite the student body. Given the unique circumstances of this year, we will pay special attention to maintain a sense of school culture and connectedness while we are all learning and working at home.	
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Plan for Years 2 & 3:

Due to the realities of living in a global pandemic and providing school in an all-remote format, as well as limited professional learning time and staff capacity for high-level work, we will continue years two and three of this plan as we previously had in our 2019-20 SIP.

2021-2022:

- Continued focus on supporting our students in their growth as independent learners and thinkers. To continue this work at the classroom level, our professional learning plan will focus on the creation of tasks and assessments that 1) are at an appropriate level of rigor in order to build students’ critical thinking skills; 2) build students’ independent and collaborative work skills; and 3) contain scaffolds designed to support students’ learning needs.
- We will continue explicit teaching and monitoring of independent learner skills and mindsets in Homeroom and all classrooms in order to build student self-efficacy.
- We will also use this year to explore the concept of project-based learning.
- Continued focus on social-emotional learning for students and structures to support those with additional needs.
- Continued focus on our work to build relationships between students, families, and staff, as well as creating an inclusive, supportive school culture. We will continue our intentional focus on transitional activities for our incoming students at the beginning of the year and throughout, as well as our focus on Houses to unite the student body.

2022-2023:

- Continuation of all of the above as we begin the first stages of project-based learning. Our professional learning plan will focus on the creation and monitoring of project-based tasks and assessments, making direct links to project-based learning as an extension of our culturally-responsive instruction work.

Section VII: Grade Level/Specialist/Department Goals

Electives

Goal: Students in elective classes will work on projects that emphasize career-readiness skills. Specific projects will be chosen that will highlight career applications for the skills practiced during that project (both technical and personal leadership skills).

We will measure this formatively by: Students will discuss and reflect on both technical and work-readiness skills as they design, build, and create their products. Students will set personal and team goals and share these out during discussion.

We will measure this summatively by: At the end of a career-focused unit, students will write a reflective response in which they identify specific work-readiness skills demonstrated in the project and provide evidence that they demonstrated these skills.

Action steps we will take to meet our goal:

1. Determine a suitable project for each semester that will highlight career skills.
2. Look for ways that the classes can interact with each other and “mesh” the skills together. For example, if in Art class the project is to design a logo or graphic for next year’s WEB T-shirt, they might use 3D modeling software to create a prototype of their proposed design. Students in STEM doing an architectural modeling project might be given sketching instruction from Art class to more effectively express their vision.
3. Collaborate on rubrics that highlight specific technical and personal leadership skills that employers are looking for.
4. Use “company language”- “product” rather than “assignment”, “company” rather than “classroom”, “employee evaluation” rather than “grade”, etc...

Technology — this is how we will use technology to support meeting our goal: We will look for ways that students can use computers, manufacturing hardware (laser cutter, shop tools, 3D printers, kilns, printing presses) and software (3D modeling software, spreadsheets, Google Drawing documents, survey forms) to meet “company” goals for the product.

How does this goal align with our school goal of becoming an anti-racist institution?

This goal aligns with our school goal of becoming an anti-racist institution by giving opportunities for technology and art-related classes to all students, not just students who have access to STEM and ARTS-related resources through their families and communities.

English

Goal: Students will increase their engagement and comprehension of tasks and assignments through teacher exploration of the most engaging and accessible forms of task design.

We will measure this formatively by: Increasing student choice and tracking daily writing and reading participation and comprehension, practicing building relationships in chat, discussion, Peardeck, Quizlet Live, quizzes, Kahoot and track participation and comprehension

We will measure this summatively by: Clear and concise grading criteria and comments to provide students clear targets and opportunity to revise for our end of unit writing and reading assessments

Action steps we will take to meet our goal:

Increase student choice in writing and reading topics that are both age appropriate and relevant to our 7th and 8th graders

Increase relationship building activities in Zoom using chat, journal entries, Peardeck, and celebrating student work

Increase the use of technology like Kahoot, Quizlet, and Peardeck that allow student to interact, cooperate, and share ideas

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

Using engaging and accessible (student friendly-1-click) technology (Zoom, Pear Deck, Google) to provide students time to interact, question, and share work output

How does this goal align with our school goal of becoming an anti-racist institution?

If we intentionally experiment with technology and teaching techniques in order to get the most student involvement we will be tackling the biggest obstacle for students of color in an online environment. Our goal is to provide students with an accessible experience that they value and find engaging.

Health and Fitness



Goal: Students will increase their ability to use their personal heart rate data as evidence towards progress on their fitness levels. Students will then use their data to create, monitor, and judge the effectiveness of a personal workout plan. They will be able to make a claim on their improvement or lack of improvement in cardiorespiratory endurance and use the data as evidence in a written reflection.

We will measure this formatively by: Weekly activity or heart rate logs, discussions with students in groups or as individuals, polling during class, Google Form surveys, and written reflections.

We will measure this summatively by: We will measure students' abilities reflect on and justify the choices they made in creating their fitness plan. Students will primarily use their target heart rate as a measure of their cardiorespiratory endurance. Using that evidence, they will reflect on why they made the choices they did in creating their fitness plan and how it impacted their fitness level.

Action steps we will take to meet our goal: We will teach students how to monitor their heart rate and how their target heart rate is a measure of their cardiorespiratory fitness. We will provide a choice of exercises and other strategies students can use to create their own fitness plan. We will also teach students how to use their heart rate to measure the effectiveness of their fitness plan and how to write an effective response. Our department will spend time in our PLC's discussing student responses to the reflection questions we've asked over time.

Technology — this is how we will use technology to support meeting our goal: Students will be using a variety of online tools to reflect and respond, including Google Forms, Google Docs, Canvas, etc.

How does this goal align with our school goal of becoming an anti-racist institution? An important part of our school's work is increasing students' capacity as independent learners, and we are doing that through offering students choice while teaching them effective critical thinking and reflection skills to justify or modify their choices.

We have also spent a great deal of time as both individuals and a group creating activities that are accessible to all students, particularly in terms of different ways of moving to raise their heart rate no matter their access to space or exercise equipment.

Math





Goal: MMS Math students will increase their ability to make sense of problems and persevere in solving them (Standards of Mathematical Practices #1). This addresses our school theory of action related to helping students become more independent learners and thinkers.

We will measure this formatively by:

- Observing students working on concept-developing problems through Pear Deck practice in class.
- Whole group discussion/lesson synthesis
- Problem solving homework in which students must persevere to make sense of problems
- Exit tickets
- Quizzes
- Unit Tests (common assessments)
- iReady diagnostic results

We will measure this summatively by:

- SBA scores Spring 2021
- Course grades
- Final iReady Diagnostic

Action steps we will take to meet our goal:

- Teachers working in their PLC will plan more discovery-based, concept-building activities to replace more procedural lessons as much as possible
- Teachers will plan practice problems for class and homework that are scaffolded and encourage students to be willing to tackle harder problems with low risk of failure (effort based).
- Teachers working in their PLC will review student data and plan next steps.

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

- Teachers will administer the iReady diagnostic three times online. Teachers will assign digital lessons to students based on those results.
- Teachers will use Pear Deck lessons during Zoom classes to monitor and give feedback on student work.
- Teachers will use EdPuzzle to deliver lessons that synthesize class discoveries and allow students to take notes during independent work.
- Teachers will use Kami assignments to allow students to show work while solving problems on their Chromebooks.

How does this goal align with our school goal of becoming an anti-racist institution?



- Using EdPuzzle to deliver lessons during independent learning time allows students to access course material outside of traditional school day timelines.
- Students will be given the opportunity to engage and connect with math through multiple different resources available to them (EdPuzzle, Pear Deck, Kami, Office Hours, iReady).
- Offering students opportunities to engage in multiple ways, both synchronous and asynchronous, allows students the ability to learn in a style that suits them.
- Learning mathematics promotes self-efficacy, and encourages independent, critical learners who can justify their thinking. These types of critical thinkers are vital to the development of an anti-racist society

Music

Goal: We will seek to minimize the opportunity gaps that exist in our ensembles by creating accessible, inclusive, empathetic, and joyful learning environments. Our lessons will purposefully highlight music from a global perspective with the intent of bringing students to new music with an open mind. Our rigorous musicianship tasks will allow for differentiation of instruction in order to encourage students to work at their personal challenge level and participate in self- and peer- reflections. Our social and emotional learning activities will, through the lens of students' music experiences, increase students' understandings of one another's backgrounds, cultures, and values.

We will measure this formatively by:

Encouraging meaningful dialogue around listening to music from new cultures and traditions and observing students' reactions (physical, verbal, social) and assessing whether students are approaching something new and different without labeling it "other" and less worthy.

Regularly assessing students' musicianship tasks through multiple types of assignment submissions, including but not limited to:

- performance tasks (audio recordings, video recordings, interactive media tasks, "live" zoom feedback sessions) and
- reflective tasks (written self- and peer-assessments)

Observing and encouraging peer interactions in a variety of contexts including but not limited to: entrance/exit prompt questions, interactive media and games, small group projects, and Zoom chat behavior.



We will measure this summatively by:

Assessing the quality of students' informal self-reports and formal written responses to listening activities.

Measuring progress in musicianship tasks: (rhythm, intonation, fluency, technique) and students' ability to self-report using specific music language in written and verbal responses.

Reviewing student surveys, administered at regular intervals, where they are given the opportunity to self-report on the culture of the virtual ensemble, peer interactions, and their own engagement with music and community.

Action steps we will take to meet our goal:

Work intentionally to present music from varied cultures, traditions, and time periods.

Provide all materials for ELL/IEP/504 students so that all written materials, assignments, and performance tasks are accessible.

Provide all students the opportunity to scaffold their learning at the appropriate challenge level.

Be explicit that our ensemble ethos centers around all being welcome and possessing a valuable voice (both in their role in the ensemble and in their words and actions).

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

Provide access to high quality recordings of global music

Provide students the opportunity to submit reflections in a variety of ways, including written, verbal, and "live" feedback 1:1 in office hours

Use the music learning programs "Smart Music" and "Sound Trap", provided by the district, to further engage students in daily music practice

Fully utilize district-sanctioned learning tools such as Peardeck, Edpuzzle, Kami, and other learning aids as appropriate to our lessons

Ensure Canvas and Skyward are regularly updated, transparent, and accessible for students and families

How does this goal align with our school goal of becoming an anti-racist institution?





Our music ensembles provide a unique opportunity to participate in a communal learning experience. We seek to create a safe and inclusive environment where every person's contribution is accepted, valued, and deemed necessary. We will do this in a way that highlights the importance of respecting and valuing diversity.

By encouraging students to explore new-to-them music traditions, they are developing empathy and a greater world view. Through rehearsal practice and musicianship tasks, we are encouraging students to develop a strong work ethic, grit, and a rigorous practice routine. Through self- and peer- assessment activities, students are able to better reflect on growth, develop emotional stamina, focus on encouraging others, and take on new challenges. By allowing flexibility and diversity in how assignments are submitted and how students interact with material, we are working to ensure that ALL students have access to assignments designed in a way that best suits their learning style and practical needs.

Science

Goal: Students will increase their ability to write reflectively about their learning using qualitative and/or quantitative evidence they have gathered to justify their thinking (i.e. claim, evidence, reasoning).

We will measure this Formatively by: analyzing numerous short writing samples produced by students (e.g., conclusions, Amplify CERs, analysis of group work, etc.)

We will measure this Summatively by: analyzing students' conclusion writing in select lab reports, summative Amplify CERs, and reflections on projects/tasks/units.

Action steps we will take to meet our goal:

1. Develop shared language/procedures for students around claim/evidence/reasoning.
2. Develop shared language/procedures for students around recognizing bias/error in others' writing as well as their own.
3. Coordinate and refine use of science writing rubric for grading.
4. PLC meetings to look at student work as a part of cycle of inquiry

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

Most of these tasks will be completed using Chromebooks and various online tools.

How does this goal align with our school goal of becoming an anti-racist institution?

Teaching claim, evidence, reasoning (CER) writing helps students develop and strengthen their independent learner skills. Increasing these skills promotes the responsibility and ownership of learning as well as develops self-efficacy. With the intentional selection of unbiased, anti-racist content and through transparent assignment design, students will be supported throughout the writing process and, as a result, be provided with increased





opportunities for learning. Transparent assignment design will include the purposeful use and practice of CER skills, taught explicitly, with multiple opportunities for application throughout the year. All students will be supported with frequent check-ins, and intentional supports will be interwoven to build background to increase access to academic vocabulary and content. In addition, students will be taught scoring criteria and provided with the quality feedback that allows them to revise their work. Concomitantly, students will gradually take ownership of assessment by self-scoring and identifying areas to work on for growth. This process of guided self-evaluation and reflection will increase awareness and connection with content as well as help students develop confidence in their ability to work toward mastery. Much research suggests that these approaches have been found to reduce opportunity gaps among marginalized students by promoting connection to content and learning.

Social Studies

Goal: Students will develop their social studies skills and become independent learners by:

- Developing inquiry based questions that challenge historical narratives
- Writing a claim (thesis) about a historical event
- Using relevant and reliable evidence to support their reasoning

We will measure this formatively by:

- Short journal writings/practice claims and research
- Classroom debates and discussions (SAC, Socratic circles, Friday roundtables, etc)
- Primary source readings and reflections on bias and narrative
- Artifact exploration and analysis of sources
- Gallery walks
- Chalk talks
- Student-led lessons, peer talks and evaluations
- Round Tables

We will measure this summatively by:

- TEPAC Common Assessments
- PRE AND POST Google Form Assessment on skills and historical thinking
- CBAs

Action steps we will take to meet our goal:

- Teaching how to differentiate between primary and secondary sources
 - Teaching lessons on bias
 - Practice drawing conclusions and how to analyze sources
 - TEPAC practice - how to make a claim, find relevant evidence, explain and cite it
- 

- Teaching students how to use the source evaluation tool to find relevant and reliable evidence

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

Using Chromebooks, Zoom meetings and Canvas to:

- Find reliable sources of information (library databases)
- PearDeck, JamBoards, Breakout rooms, to promote dialogue and sharing of ideas/information

How does this goal align with our school goal of becoming an anti-racist institution?

- Both grade levels will continue to make a concerted effort to include more perspectives in history to the curriculum or allow students more choice to share their own stories.
- Students engaging with critical research skills will promote a better understanding of the issues surrounding inequity, giving students the opportunity to partake in difficult discussions

Special Education

Goal: Students will be able to demonstrate self-advocacy skills from not using advocacy strategies to being able to use taught strategies such as email, raising their hand, coming to office hours/after school study club, using the chat feature in Zoom, checking Canvas/Skyward, etc. to advocate for themselves.

We will measure this formatively by: Quarterly online survey to see which students know how to email a teacher. Once a month we will check Family Access History in Skyward to see how often students are logging in to check their grades. We will also use a self-report (survey) given to the students asking them if they see any issues that may need addressing by the adults around them. 1:1 conferencing with students who are having a difficult time adjusting to the academic pace and expectations of their classes to help develop a plan for a more successful educational experience.

We will measure this summatively by: Collection of data from online survey. Quarter or semester grade check.

Action steps we will take to meet our goal: We will teach the students how to use email, how to access and use Skyward, how to access and use Canvas, have students make arrangements to go to office hours, require specific students to attend office hours with a paraeducator/teacher for a more personalized educational experience in getting additional support as needed.



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

goal: Students will use email to contact teachers/case manager/parent; check Skyward/Canvas for grades and missing assignments, ask for extra help, make arrangements for accommodations on assignments as needed with teachers.

How does this goal align with our school goal of becoming an anti-racist institution?

Academically, our students often feel different and not a part of the school because they view themselves as struggling learners where everything is difficult for them. Giving them the same tools that the general education students use and showing them how to use them so that they can have a more positive academic experience helps to build a positive self-esteem. Giving students a voice in self-advocacy and showing them that it is okay to learn differently and still be a part of a community is something that will help them value who they are as young adults and feel a stronger connection to their school and community at large.

