Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Maplewood Parent Cooperative

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

To provide the best education possible for our children, utilizing the many diverse skills of children, staff, and families.

To foster a family-oriented program where children, staff, and families are active participants in an enriched environment the nurtures a life-long love of learning and respects the uniqueness of each individual.

School Demographics:

Maplewood Parent Cooperative is one of two K-8 schools in the Edmonds School District. Families interested in our program are encouraged to take a tour to learn more about the commitments for volunteering. Enrollment is by lottery. There are two classes per grade level and four intensive support classes. Data reported below is from SY 2019-2020 per Washington State Report Card.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	485	NA	**Two or More Races**	10.7%	485
American Indian/Alaskan Native	0.0%	0	**English Language Learners**	4.9%	24
Asian	10.3%	50	**Homeless/ McKinney-Vento**	0.4%	2

Black/African American	8.5%	41	**Low Income**	11.3%	55
Hispanic/Latino	5.8%	28	**Section 504**	7.0%	34
Native Hawaiian/Other Pacific Islander	0.2%	1	**Students with Disabilities***	14.6% (8% intensive support & 6.6% resource room)	71
White	64.5%	313	**Student Mobility**	0.6%	3

Student, Family and Community Involvement in Plan: Student and family involvement was limited to participation in surveys and some data reviewed by members of the school-based leadership and equity teams during SY2019-2020. Perceptual data and regular checks for student engagement were collected following the school closures (pandemic) in March-June 2020. Information pertaining to school-wide goals for becoming an anti-racist, multicultural institution was shared at the September meeting with parents and families. More than 300 parents/families were present for the meeting. Information is shared in the bi-monthly schoolhouse reports to parents/families and the Parent Cooperative Education Program board representatives. These meetings are recorded and available to the constituents of the schoolhouse. The principal will host monthly meetings for parents/families and students to listen and inform the school improvement plan between January and June 2021.

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:
62.3% of students in grades 3-7 in 2020 will meet standard on the Smarter Balanced Assessment	This goal was not met as a result of the pandemic. The Smarter Balanced Assessment (Summative English Language Arts) was not administered and students did not receive grades on their Spring Progress Reports. Nonetheless, student attendance and

Summative Research/Inquiry Claim compared to 58.3% of students in grades 3-7 in 2019 on the same assessment.	engagement data were collected through weekly and bimonthly meetings with grade bands and intensive support teachers and paraeducators, and the learning support team. Data was shared with members of the Superintendent's Cabinet and published in a report to the Board of Directors in the fall of 2020. Perceptual data collected indicated challenges with technology and access to remote learning impeding learning for some students as well as waning engagement for some students in upper grade levels near the end of the school year. Teachers' abilities to engage in rigorous professional development, e.g. calibrating and thin-slicing writing per genre was limited.
14% of students identified as Multi-linguistic learners in grades 3-7 in 2020 will meet standard on the Smarter Balanced Assessment Summative Research/Inquiry Claim compared to 11% of students in grades 3-7 in 2019 on the same assessment.	

How has the progress described above informed your school's improvement planning for this school year?
Strategic district-directed training, compilation of electronic resources and use of district-adopted writing materials will continue to propel school-based efforts to improve students' abilities to cite evidence to support opinions and/or ideas (research/inquiry target 4) and show improvement in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research (College & Career Readiness Standard for Writing: Research to Build and Present Knowledge 9, pg. 18).

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. Teachers collaborated with grade level and grade band partners to reflect on instructional practices (including Sheltered Instruction Observation Protocol), student engagement, and students' learning progressions.

2. The learning support team worked in collaboration with general education teachers to support students identified for receiving special education and learning assistance services. They implemented district-adopted intervention materials to accelerate growth and mitigate achievement gaps.

3. Staff applied deepened understanding of the English Language Proficiency Descriptors and Standards to inform instructional strategies for multi-linguistic learners.

Areas of Needed Growth

1. Certificated staff and paraeducators can continue to improve their abilities for implementing effective and differentiated instructional 'push in' practices during Continuous learning 2.0.

2. Certificated staff and paraeducators can continue to implement Culturally Responsive Pedagogy to build asset-based relationships and understanding of multi-linguistic learners.

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. Anti-racist work is critical at Maplewood as systemic barriers limit access to opportunities for people of color, people of diverse backgrounds/cultures, and people with varied socio-economic capital. This necessary work correlates with the school-wide and opportunity gap goals set in the SY 2019-2020 School Improvement Plan.

2. Leaders within the staff and the parent group would like to create a voice of solidarity in anti-racism work by allowing those who are interested to pledge their support to a race and equity statement.

   Maplewood Parent Cooperative has a long history of innovation in education as parents, teachers and students work together inside and outside of the classroom. We are a strong community because our commitment to our kids is paramount, and as stated in our Mission Statement, we "foster a family-orientated program where children, teachers,

and parents are equal participants in an enriched environment that nurtures a life-long love of learning and respects the uniqueness of each individual."

It is through this commitment to every child in our community and as a public school that we recognize our need to work towards becoming an anti-racist and multicultural organization. The Covid 19 pandemic, Black Lives Matter and racial justice uprisings have shone lights to inequalities and racism that surround us and have spurred accelerated learning and growth. To this end we seek to ensure that at our school, all students will be able to grow and thrive in an environment that cherishes them as diverse individuals and all families are encouraged and honored for their unique contributions. We recognize this is not an easy nor straightforward task. We will need to create brave spaces to build our capacity as a parent organization to identify and address these areas. It is our goal to understand the structures which are oppressive to some of our families, especially families of color and act to implement change. Our plan involves educating ourselves so we can be responsive and affirming volunteers to the students we work alongside. While these are not new conversations in our school, they have not necessarily been addressed in the urgent matter which it deserves. The Maplewood staff are currently involved in professional learning that addresses anti-racism and white supremacist norms in education. This year parents will have the opportunity to participate in a various change-making discussions including

Peacemaking circles, a study group using the podcast "Nice White Parents," and the district offered Equity 101-type Training. Each of us has chosen Maplewood as their school because we believe in the power of community education. Let us embrace this opportunity to further our mission and ensure a just and equitable school for all.

(Adopted by the Parent Cooperative Education Program Board on October 27, 2020.)

C. Additional Data Required includes, but is not limited to: anecdotal notes, checklists, curriculum-based assessments writing assignments, rubrics and/or teacher observations, units of study post-assessment for informational writing and social-emotional screeners.

State Participation Rate: 95% participation required

❏ **Area of Strength (95% or more participation)**	X **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: Data reported in the table below reflects participation rates from the SBA administered in 2019.	

Maplewood Parent Coop	Asian	24	26	ELA	92.31
Maplewood Parent Coop	Hispanic-Latino	19	23	ELA	82.61
Maplewood Parent Coop	Limited English	13	14	ELA	92.86

Maplewood Parent Coop	Low Income	32	36	ELA	88.89
Maplewood Parent Coop	Special Education	39	54	ELA	72.22
Maplewood Parent Coop	Asian	24	26	MATH	92.31
Maplewood Parent Coop	Hispanic-Latino	19	23	MATH	82.61
Maplewood Parent Coop	Limited English	13	14	MATH	92.86
Maplewood Parent Coop	Low Income	31	36	MATH	86.11
Maplewood Parent Coop	Special Education	40	54	MATH	74.07

In addition to the action plan below, information will be provided to families about the guidelines on tools, supports and accommodations for State assessments. Students who qualify for learning support and/or are English Learners will be taught how to use the tools, supports and accommodations.

D. Third Grade OSPI Literacy Expectation: *Not applicable.*

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19?	**If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ⊠ next to your selection.)** **Plan is required: YES ☐ NO ⊠**
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below: *Not applicable.* **Reading:** **Writing:** **Listening:** **Research/Inquiry:**	

Section IV: Theory of Action

Theory of Action:
If staff improve relationships with students when implementing guaranteed and viable curriculum with academic mindset, engagement and rigor then students who performed below standard in their abilities to cite evidence to support opinions and/or ideas (research/inquiry target 4) will show improvement in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research (College & Career Readiness Standard for Writing: Research to Build and Present Knowledge 9, pg. 18) as measured by universal formative and summative assessments.

Rationale:

Relationships to move students from dependent to independent learners by being warm demanders (Hammond, Culturally Responsive Teaching and the Brain, 2015)

Academic Mindset whereby each student believes that learning is relevant and worth paying attention to. This belief is reinforced with progress. We need to be especially cognizant of our students for whom we do not have academic or communal knowledge and their needs. (Hammond, Culturally Responsive Teaching and the Brain, 2015)

Engagement through Expert Teaching
- Identify essential representation (organization & content knowledge) of their subject
- Guide learning through classroom interactions
- Monitor learning and provides feedback
- Attend to students' affective attributes
- Influence student outcomes

Enhancing and applying knowledge of effective instructional practices to implement district adopted materials (Hattie, Teachers Make a Difference: What is research evidence, 2003)

Rigor through aligned training for educators to refine and adjust instructional practices through carefully calibrated instruction, data collection, progress monitoring, and feedback (Marzano, Teaching for Rigor: A Call for a Critical Instructional Shift, 2014)
Explicit teaching of academic vocabulary, implementation of common grade-level assessments and peer reviews of student work.

Section V: Student Outcome Goals (School-wide and Opportunity Gap)

A. 62.3% of students in grades 3-7 in 2021 will meet standard on the Smarter Balanced Assessment Summative Research/Inquiry Claim compared to 58.3% of students in grades 3-7 in 2019 on the same assessment.

B. 14% of students identified as Bilingual/English Learners in grades 3-7 in 2021 will meet standard on the Smarter Balanced Assessment Summative Research/Inquiry Claim compared to 11% of students in grades 3-7 in 2019 on the same assessment.

C. The focus of social emotional learning will be asset-based thinking about our students. Instruction will include, but not be limited to the implementation of Second Step curriculum, bullying awareness, personal safety, cyber-bullying awareness, Signs of Suicide curriculum and Peacemaking Circles. Staff members' anecdotal notes, parent/family conferences, and social-emotional screeners will provide qualitative and quantitative data to inform continuous improvement.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Instructional staff at Maplewood Parent Cooperative will improve relationships with students when implementing guaranteed and viable curriculum with academic mindset, engagement and rigor.	The professional learning plan will focus on developing our collective understanding of well-designed curriculum that is standards-based and aligned so that all students have access to learn. Staff will continue the pedagogy of culturally responsive pedagogy grounded in the work of Zaretta Hammond.	Fall: Introduction of anti-racist and multicultural work while implementing Continuous Learning 2.0 practices and resources, progress monitoring, perceptual data collection, and curriculum-based assessments. Winter: Differentiated professional development based on self-assessment using the Continuum on Becoming an Anti-Racist, Multicultural Institution, progress monitoring, perceptual data collection, and curriculum-based assessments. Spring: Analysis of progress monitoring, perceptual data, and curriculum-based assessments to inform goals for SY 2021-2023.
Students will improve in their abilities to cite evidence to support	Staff will improve their understanding of English/Language Arts research and inquiry standards for their grade levels, the previous grade level, and	Summer & Fall: Participation in professional learning to utilize newly adopted

opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.	the next grade level in order implement inquiry-based learning processes that are student-centered. Staff will use the Lucy Caulkins *Writing Pathways: Performance Assessments and Learning Progressions* and other district-adopted instructional materials and sheltered English instruction strategies.	instructional materials for read aloud, modeled writing, and interactive writing. Winter & Spring: Continued implementation of district-adopted instructional materials and data collection to analyze students' learning progressions.
Engaging students in learning	Staff will apply knowledge of culturally responsive pedagogy to help students interact with new content, practice and development new knowledge and engage in cognitively complex tasks grounded in the work of Robert Marzano and John Hattie	Fall: Communicate high expectations for student learning in conjunction with social-emotional systems of support. Winter: Continue to provide students with ongoing feedback relative to their successes progressing toward the learning standards/ targets. Spring: Continue to engage students in practices of self-reflection to promote intrinsic motivation and goal setting.

Plan for Years 2 & 3:

2021-2022:
- Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies to support students who are English learners and their peers in accessing grade-level content. We will begin to develop learning activities at home and in the community to support student's growth in citing

evidence to support opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.

2022-2023:
- Continued focus on increasing capacity to support for students who are English Learners and their peers in accessing grade level content. We will share learning activities at home and in the community to support student's growth in citing evidence to support opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Intensive Support Programs

Goal: Teachers of intensive support classes at Maplewood Parent Cooperative will meet regularly to share strategies for increasing students' communication skills in self-advocacy through verbalizations, ASL, written communication or alternative augmentative communication.

We will measure this formatively by: classroom data sheets on students' goals and informal observations

We will measure this summatively by: monthly analysis of students' progress toward individual education program goals.

Action steps we will take to meet our goal:
Implement instructions for use of alternative and augmentative communication with integrity.
Collaborate with the Speech Language Pathologist
Regularly collect work samples
Confer with each other regarding teaching practices and assessment results
Share successes and challenges to problem solve together

Technology — this is how we will use technology to support meeting our goal:
Students will use technology to demonstrate abilities to expand their vocabularies, communicate needs/wants and to make choices.

Grade Level/Department/Team: Resource Room (formerly Learning Support)

Goal: Resource Room Teachers will collaborate to improve students' abilities to write three body paragraphs with standard paragraph format and appropriate writing conventions (end of sentence punctuation, capitalization of proper names, and quotations for dialogue).

We will measure this formatively by: anecdotal notes, checklists, writing assignments, curriculum-based assessments, rubrics and/or teacher observations

We will measure this summatively by: units of study post-assessment for informational writing

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology — this is how we will use technology to support meeting our goal:
Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Kindergarten

Goal: Kindergarten teachers will collaborate to improve students' abilities to recognize letter names/sounds and utilize this knowledge to write three complete sentences.

We will measure this formatively by: Rosner assessment, reading conferences, ESGI (computerized assessment program) observations, journal writing and WA Kids assessments

We will measure this summatively by: Reading performance will be measured using Acadience tests and Running Records. Writing performance will be measured using a teacher created pre and posttest at the beginning and end of each routine as well as reviewing in-class writing work

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).

Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology — this is how we will use technology to support meeting our goal:
Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 1

Goal: Grade 1 teachers will collaborate to design and implement lessons to improve students' abilities to write opinion pieces in which they introduce the topic, state and opinion, supply three supporting details and provide a sense of closure.

We will measure this formatively by: anecdotal notes, checklists, classroom work, curriculum-based assessments, rubrics and/or teacher observations

We will measure this summatively by: Units of study post-assessment for opinion writing

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology — this is how we will use technology to support meeting our goal:
Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 2

Goal: Grade 2 teachers will collaborate to improve the abilities of students who performed below standard on a beginning of the year informative/expository writing assessment will improve their abilities to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

We will measure this formatively by: anecdotal notes, checklists, classroom work, individual conferences, rubrics, and/or making visible high standards of quality work to develop self-assessment skills

We will measure this summatively by: Units of study post-assessment for informational writing.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 3

Goal: Grade 3 teachers will teachers will collaborate to improve the abilities of students who performed below level I on the initial Teachers College Running Record will improve their fluency and comprehension skills by reading and comprehending literature, including stories, dramas, and poetry.

We will measure this formatively by: anecdotal notes, classroom work, curriculum-based assessments, Teachers College Running Records and/or teacher observations

We will measure this summatively by: Reading performance will be measured using Acadience tests and Running Records.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology — this is how we will use technology to support meeting our goal:
Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 4

Goal: Grade 4 teachers will collaborate to improve students' abilities to write a personal narrative. Students will develop real experiences using effective techniques, descriptive details, and a clear series of events by organizing an event sequence that unfolds naturally.

We will measure this formatively by: anecdotal notes, checklists, writing assignments, curriculum-based assessments, rubrics and/or teacher observations

We will measure this summatively by: Units of study post-assessment for personal narrative writing.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 5

Goal: Grade 5 teachers will collaborate to improve the abilities of students who scored less than 30% on Unit 3, 4, or 5 pretests, will demonstrate measurable progress in their understanding of multiplying and dividing fractions and decimals.

We will measure this formatively by: Units 3, 4, and 5 Pre-tests, Quick Quizzes, and i-Ready Progress Reports

We will measure this summatively by: Units 3, 4, and 5 Pre- and Posttests

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 6 & Middle School Humanities

Goal: Grades 6-8 teachers will collaborate to improve students' abilities to examine fictional and historical narrative, as reader and writers, through a critical lens. Students will identify multiple perspectives within a text/oral story/image and intentionally work to understand their own self as a means of perspective and their role in the larger context. Students will demonstrate empathy and empowerment through tying their own experience to the multiple perspectives of others and developing a Call to Action.

We will measure this formatively by: anecdotal notes, classroom work, curriculum-based assessments, oral exams, quick writes and/or teacher observations

We will measure this summatively by: Units of study post-assessment for informational writing

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Middle School Math & Science

Goal: Grades 7-8 math and science teachers will math teachers will meet bi-monthly to collaborate for academically safe classroom environments which honor individual students while leveraging social interactions to build up self-regard as mathematicians in order to improve Algebra and Algebraic Thinking skills.

We will measure this formatively by: anecdotal notes, classroom work, curriculum-based assessments, i-Ready Math diagnostics and/or teacher observations

We will measure this summatively by: student progress over each semester of learning & student surveys

Action steps we will take to meet our goal:
Meet once a month during collegial time to discuss and assess student work. (Math team, SIP, PLC)
Participate in building time focused on the school's theory of action
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals
Development of student surveys

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Physical Education Department

Goal: PE teachers will collaborate to improve students' abilities to explore physical literacy (an individual's ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person who can participate in health, active living throughout their lifetime) as a way to be active at home, choose an activity and create a plan to show personal growth.

We will measure this formatively by: online through video or text, pre-assessment in the fall, a mid-assessment in February/March,

We will measure this summatively by: submission of final plan in April

Action steps we will take to meet our goal:
Meet regularly during collegial time and job-alike meetings to discuss and assess student work
Participate in building time focused on the school's theory of action
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals

Technology: Students in kindergarten through sixth grade will use technology to set personal goals and monitor progress. Students in grades seven and eight will use the Wellnet curriculum to set goals and monitor progress.

Grade Level/Department/Team: Music Department

Goal: Music teachers will collaborate monthly to improve students' abilities to perform a selected piece of music, demonstrating how their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing) convey intent

We will measure this formatively by: anecdotal notes, classroom work, curriculum-based assessments and/or teacher observations

We will measure this summatively by: using mid-and end of the year assessments

Action steps we will take to meet our goal: music teachers at Maplewood Parent Cooperative will meet regularly to review students' abilities to analyze selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Then the team will review students' work to build a guaranteed and viable curriculum for students in grades 3-8.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Library & Information Specialist

Goal: The Library Information Specialist will collaborate with grade 5 teachers to improve the abilities of students who qualified for LAP/Literacy Support in formulating questions about a personal interest or curricular topic (Inquire A.1.), using evidence to investigate questions (Inquire B.1.) and seeking a variety of sources (Curate B.1).

We will measure this formatively by: anecdotal notes, assignments, on-demand performance pre-assessments and/or teacher observations

We will measure this summatively by: on-demand performance post-assessments

Action steps we will take to meet our goal:
Meet regularly with grade 5 teachers during collegial time and other LISs during job-alikes to discuss and assess student work.
Participate in building time focused on the school's theory of action.
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals.

Technology — this is how we will use technology to support meeting our goal:
Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.