

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Alderwood Middle School

Year: 2016-2017

School Theory of Action/Target Area

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

- If we intentionally ask all of our students to engage in higher level literacy skills that require them to regularly justify their answers across all content areas, then all students will be better able to read, write, and speak grounded in evidence.

Our school will achieve this through intentional PLC collaboration work that:

- a. identifies and uses best instructional strategies for the delivery of specific content knowledge and skills.
- b. develops common assessments of learning to gather students data to monitor progress towards identified standards.
- c. shares classroom data and focus of work to identify interventions for students not meeting standard.
- d. seeks diversified and skill based best practices to support all students reaching higher achievement levels.

Whole School Achievement Goal- As a result of this action:

Compared to 61% of AMS students in 2015-2016 , 65 % of AMS students will increase their ability to reason grounded in evidence, through written and oral communication on the ELA SBA and in classroom based assessments.

Achievement Gap:

- **Measurement/Assessment:** We identified that the largest achievement gaps that we would target are for students served on Free and Reduced Lunch and for those students identified as Hispanic or Latino. We used data from our ELA SBA data to determine these subgroups.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A	51% of 7 th and 8 th graders on Free and Reduced Lunch met standard on the ELA SBA	61% of 7 th and 8 th grade students on Free and Reduced Lunch will meet standard on the ELA SBA
Comparison Group B Students who identify as Hispanic or Latino	42% of 7 th and 8 th graders who identify as Hispanic or Latino met standard on the ELA SBA	53% of 7 th and 8 th grade students who identify as Hispanic or Latino will meet standard on the ELA SBA
All Students 7th and 8th Grade students at Alderwood Middle School	61% of 7th and 8th grade students met standard on the ELA SBA	65% of 7th and 8th grade students meet standard on the ELA SBA

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Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

- Students meeting or exceeding grade-level standards in English Language Arts (2nd grade reading and state assessment grades 3-8 and high school), and growth over time
- % of ELL students making progress in learning English in grades K-12

School Vision/Mission:

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

School Demographics:

Student Demographics		
Enrollment		
October 2014 Student Count		714
May 2015 Student Count		727
Gender (October 2014)		
Male	362	50.7%
Female	352	49.3%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	166	23.2%
American Indian / Alaskan Native	3	0.4%
Asian	137	19.2%
Black / African American	42	5.9%
Native Hawaiian / Other Pacific Islander	8	1.1%
White	302	42.3%
Two or More Races	56	7.8%
Special Programs		
Free or Reduced-Price Meals (May 2015)	331	45.5%
Special Education (May 2015)	93	12.8%
Transitional Bilingual (May 2015)	65	8.9%
Migrant (May 2015)	2	0.3%
Section 504 (May 2015)	52	7.2%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2014-15)	1,762	1.5%

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Parent, Family, and Community Involvement in this Plan:

We will publish our School Improvement Plan on our school website, review it with our parents at one of our parent coffees, our “Soup and SIP” event, and with our parent support organization on a yearly basis.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input type="checkbox"/> Discipline Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

7 th Grade students showed strengths in ELA Claim Targets: Inference using literary text, Research and Inquiry, and Writing
Out of 26 total ELA Claim Targets, only one showed up as an area of growth for 8 th Grade ELA – using word meanings
94% of students believe they will graduate from college (Middle School Opinion Survey – 2016)
70% of students enjoy coming to school which is a 12% increase from last year (Middle School Opinion Survey – 2016)

Prioritized areas of opportunity or greatest challenge based on the data:

7 th Grade students struggled with inference using informational text, vocabulary across ELA, and using figurative language.
1/3 rd of our students did not make progress on the ELA SBA in 15-16.
30% of our Hispanic students passed the SBA in 2016.
12 % of our Hispanic students received a Level 3 (highest score) on the Reading Claim Target, which is 18% lower than the average.

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

Click here to enter text.

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Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	<ul style="list-style-type: none"> -Offer Literacy classes, via LAP support, available for struggling students. -Provide students with feedback based on specific Reading claim data and develop in students the ability to self-assess their areas of need. -Provide interventions and opportunities for practice within the classroom setting that are Reading claim specific. -Provide vocabulary development opportunities through use of SIOP strategies by teachers. -Teaching students about having a growth-mindset 	September – June September – June September – June September – June September - June
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> -Provide texts that allow students at this level to access additional learning and have an expectation of higher level analysis. -Students can be provided above grade level texts to challenge their reading comprehension skill development. 	September –June September - June
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<ul style="list-style-type: none"> -Whole school Orientation program at the beginning of the school year. -Implementation of a Homeroom program that supports the growth of our school community through community-building exercises and college and career readiness assignments. -Renewed focus on Mustang P.R.I.D.E. -Staff presence in the hallways. -Study Club, Study Table, and Mustang Success opportunities for student support. -Student-focus groups to address concerns, poll students. 	September 2015 September – June September – June September – June September – June September – June October - May

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus	-Whole staff study of the specific claims within the Reading and Writing standards.	September – October

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<p>and intentionality of this Goal.</p>	<ul style="list-style-type: none"> -Use of the text <u>Notice and Note</u> by staff. -Whole staff examination of reading strategies and use of technology to support this within instruction. -Provide breakout groups on specific targets within the Reading claim. -SIOP and UDL strategy analysis by staff members to use in the classroom for vocabulary and comprehension development. -Professional development regarding Homeroom data analysis and using data within Professional Learning Communities to identify gaps in learning and student needs. 	<p>September – June September – June September – June September – June September - June</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<ul style="list-style-type: none"> -Book study of <u>Creating Cultures of Thinking</u> text. -Continued work with the Equity team at AMS. -Book study of text: <u>Engaging Students with Poverty in Mind</u> by Eric Jensen, which is focused on practical strategies for raising achievement -Professional development regarding the ACEs Program, Restorative Justice, Love and Logic, and how to support our students in trauma. -Analysis of the text by our administration, counseling and student support colleagues: <u>Fostering Resilient Learners – Strategies for Creating a Trauma-Sensitive Classroom</u> by Kristin Souers with Pete Hall 	<p>September – November September – June September – June September – June September - June</p>