

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

School Name: Brier Terrace Middle School

Year: 2016-17

School Theory of Action/Target Area

If BTMS engages in a culture of professional inquiry focused on delivering standards based, differentiated instruction, then students will improve their ability to read, write, and speak grounded in evidence.

Through the PLC process, we:

- unpack the standards and create learning targets
- use best practices in differentiated instruction to design student learning experiences
- design common formative and summative assessments
- analyze results of common assessments; use this data to identify and collaborate around best instructional practices
- develop specific targeted intervention/enrichment to support student growth

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

Compared to 67.5% of 8th graders and 66.6% of 7th graders meeting standard on the ELA portion of the SBA in 2016 , on the ELA portion of the SBA in Spring 2016 will 71% of 8th graders and 70% of 7th graders will meet standard on the ELA portion of the SBA in 2017.

Achievement Gap:

- **Measurement/Assessment:** ELA portion of SBA - Reduce the percentage of students not meeting standard by at least 10%.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A		
<u>7th grade:</u> Hispanic or Latino Ethnicity	40.9%	47%
<u>8th grade:</u> Hispanic or Latino Ethnicity	47.91%	53%
Comparison Group B		
<u>7th grade:</u> White	70.3%	73.3%
<u>8th grade:</u> White	68.2%	71%
All 7th Grade Students	66.66%	70%
All 8th Grade Students	67.48%	71%

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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, and growth over time**
- Students meeting or exceeding grade-level standards in math, and growth over time**
- Students meeting or exceeding grade-level standards in science (grades 5, 8, and high school)**

School Vision/Mission:

The mission of Brier Terrace Middle School is to create a positive learning environment which enhances and nurtures the social, emotional, physical, and intellectual growth of young adolescents.

School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		655
May 2016 Student Count		653
Gender (October 2015)		
Male	344	52.5%
Female	311	47.5%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	90	13.7%
American Indian / Alaskan Native	1	0.2%
Asian	79	12.1%
Black / African American	21	3.2%
Native Hawaiian / Other Pacific Islander	8	1.2%
White	363	55.4%
Two or More Races	93	14.2%
Special Programs		
Free or Reduced-Price Meals (May 2016)	194	29.7%
Special Education (May 2016)	84	12.9%
Transitional Bilingual (May 2016)	25	3.8%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	50	7.7%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	741	0.7%

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Parent, Family, and Community Involvement in this Plan:

The SIP is reviewed and Data (HYS, MSOS) is shared with parent support organizations annually. We share information on parent nights, meetings, and additionally as appropriate. We solicited parent perception data through the district created survey. We administer the Student Opinion Survey to students and the Healthy Youth Survey bi-annually.

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 checked="" type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Discipline Data | |
| <input type="checkbox"/> SAT/ACT | <input checked="" type="checkbox"/> Other: Instructional Inventories | |
| <input type="checkbox"/> AP/IB/CHS/Tech Prep | (Individual and PLC) | |

Summary of strengths or greatest progress based on the data:

- | |
|---|
| <ul style="list-style-type: none"> 80-100% Students in each content area demonstrated growth in the PLC target areas based on PLC student growth data. Including students identified at Hispanic/Latino. |
| <p>Summary of individual staff instructional inventory indicates perceived strengths in Danielson Components:</p> <ul style="list-style-type: none"> 3c – Engaging students in learning, and 3d – Using Assessment in Instruction |
| <ul style="list-style-type: none"> Instructional Inventory Perception Data indicates PLC’s strength in:
 Knowledge of Content and Pedagogy, and
 Designing Student Assessment/ Using Assessment in Instruction |
| <ul style="list-style-type: none"> 98.37% Of students without a suspension or expulsion for the year 2015-16 |

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

- | |
|---|
| <p>1. Summary of individual staff instructional inventory indicates perceived areas for growth in:</p> <ul style="list-style-type: none"> Differentiation Using Questioning and Discussion Techniques |
| <p>2. Our students identified as Hispanic/Latino are not performing as high as our majority white students on state assessments</p> |
| <p>3. The percentage of our African American receiving disciplinary action, is disproportionate to our population with a composition index of 3.9</p> |
| <p>4. There is a 15% gap between the performance of our male and female students on the SBA, with females meeting standard at a higher rate.</p> |

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State Participation Rate: 95% participation required

✓ Area of Strength (95% or more participation)	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: N/A	

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

Grade Level/Department/Team: Humanities 8

Goal: All students in English 8 will improve their ability to cite textual evidence to support their analysis of informational text (RI 8.1).

We will measure this formatively by:

At least once a quarter we will use a common text and task related to citing text evidence based on Newsela and Collections.

Teachers will also administer classroom based formative assessments.

We will measure this summatively by:

We will assess reading skills with Newsela quiz questions targeting RI 8.1. At the beginning, middle, and end of the year students will read selected informational articles and answer multiple choice questions. This will be a common assessment across English 8.

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Action steps we will take to meet our goal:

1. We will use PLC time to:
 - a. Complete at least 2 **short** cycles of Inquiry
 - b. Learn PRO features on Newsela that will help us track student growth.
 - c. We will bring our student work to PLC meetings to analyze.
 - d. Compare student work, analyze areas for growth and develop instructional strategies.

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

- Newsela

Teachers will assign Newsela articles and/or have students self select articles and take tests to establish a base reading level. We will then use the dashboard on Newsela to track growth over time. Also, at the beginning, middle, and end of the year we will assign common articles and take common tests to assess their growth over time in reading to cite textual evidence.

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- Google Forms/ Flubaroo
 - Teachers will give Collections reading assessments through Google forms and use Flubaroo to score them. Flubaroo produces a spreadsheet we can use in our PLC meetings to compare and track growth over time in our targeted area of learning.

Newsela and Forms will provide common data we need to complete our cycles of inquiry around citing textual evidence.

Grade Level/Department/Team: Humanities 7

Goal: SGG 8.1: By June, all students will improve their ability to answer a question by citing text to logically support a response (RI7.1). We will have adequate data to document growth by April using Newsela quizzes and the ACE rubric with common readings (at least one anchor text from Collections 2 and 6).

We will measure this Formatively by:

Administering common checks for understanding techniques / strategies such as exit tickets, cold calling and other assessments developed throughout the year.

We will measure this Summatively by:

1. Newsela Quizzes
2. ACE Rubric with common readings
3. Common assessments using at least one anchor text for Collection 2 and Collection 6.

Action steps we will take to meet our goal:

1. We will use PLC time to:
 - a. Complete at least 2 **short** cycles of Inquiry
 - b. Norm our assessments
 - c. Discuss and develop instructional strategies

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

We will use such tools as Chromebooks, Collections site, Newsela site, Google Forms, Flubaroo, Google Docs, etc. . in order to give students access to information and activities and to gather and analyze data.

Grade Level/Department/Team: Science 7

Goal: Students will be able to support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

We will measure this Formatively by:

During and after investigations we will formatively assess student ability to cite evidence from their investigations that support their claim. We will use conversation, exit tickets, and/or google forms to collect this information during various investigations this year. We will use the candle investigation as a baseline to assess student ability levels at the beginning of the year.

We will measure this Summatively by:

Students will complete formal investigations or research papers (e.g. Heating Earth's Surfaces, GMO debates/argumentative essay, Human Body experiment, radish seed experiment), citing evidence from investigations or text to support a claim. The investigations will be assessed using a rubric to be created by the science department.

Action steps we will take to meet our goal:

1. We will use PLC time to:
 - a. Complete at least 2 **short** cycles of Inquiry
 - b. Design common activities and assessments.
 - c. Grade and compare student assessments to adjust instruction.
2. Use the Ambitious Teaching Model to teach at least one unit of science (weather). We are collaborating together to create a unit that asks a big question, then has students collect evidence from text, websites, and investigations to support their claims.

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

- We will create shared documents in our PLC that we will be using for student instruction.
- Students will create shared documents for their peers to review, finding evidence in the writing.
- Students will use Chromebooks to gather evidence (create tables, take pictures) during investigations.
- Students will use Chromebooks to find textual evidence from scientific or current event articles.
- Teachers will use Chromebooks to formatively assess student understanding through Kahoot or Google forms.
- Teachers will use Chromebooks to summatively assess student work on investigations, creating comments and/or using built-in rubrics.

Grade Level/Department/Team: 8th Grade Science Team

Goal: We are working toward our students being able to use the scientific investigation process to gather data that they will use to prove a claim (hypothesis).

We will measure this Formatively by:

Providing the students with a variety of scientific investigation scenarios and assessing various sections of the investigation format to see that the students are able to successfully understand the intent of each section.

We will measure this Summatively by:

Providing a variety of scientific investigations the students will design and complete to show their ability to use a procedure to gather data that they then analyze and use to draw a conclusion as to the validity of their hypotheses.

Action steps we will take to meet our goal:

We will use PLC time to:

- a. Complete at least 2 **short** cycles of Inquiry
- b. Collaborate on improving existing curriculum and developing new curriculum to achieve our goal.
- c. Adjusting our pacing to allow for a deeper understanding of the process for all.

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

We will begin using shared google docs so students can peer edit each other's writing, using our district-provided rubric.

We will continue to use google forms to quickly gather assessments on the content that is best suited for such an assessment. An example of this would be the lab safety quiz.

Class data collection is done using spreadsheet software so all students benefit from the data of their peers.

Investigation reports will be published digitally, shared for peer editing and then submitted via google classroom.

Grade Level/Department/Team: PE and Health 7/8

Goal: All students will understand how and be able to measure and monitor intensity level, and apply it to multiple physical activities.

We will measure this Formatively by:

1. Having students self-assess by regularly checking their heart rate while participating in various activities throughout the semester.
2. They will measure using multiple indicators such as self-pulse check (carotid), rate of perceived exertion and pulse sticks.
3. Students will log their activity and heart rate to monitor/compare over time.
4. Teacher observation.

We will measure this Summatively by:

1. Students will be assessed twice a semester (end of quarter, end of semester) using the pacer test or half mile test.
2. Students will self-assess their level of intensity by comparing their heart rate with the standard heart zone chart.

Action steps we will take to meet our goal:

1. We will use PLC time to:
 - a. Complete at least 2 **short** cycles of Inquiry
 - b. Discuss results as a team.
2. Teach the FITT (Frequency Intensity Time Type) Principle as it applies to various activities.
3. Assess student monitoring of cardiovascular exercise as it relates to intensity through teacher observation.
4. Integrating fitness concepts into game play and fitness lessons.

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

1. Students may use Pulse sticks to measure their heart rate.
2. Chromebook may be used to access information, and document learning.

Grade Level/Department/Team: Electives

Goal: Students will be able to demonstrate knowledge of their content area by using grounded evidence, including self-assessments, reflections, and videos/musical performance/art display/product.

We will measure this Formatively by:

We will use exit slips, individual whiteboards, teacher observations, TPR activities, Google forms, self-assessments, and reflections.

We will measure this Summatively by:

We will utilize student projects and performances, pre and post assessments of units, student portfolios, and semester finals to gauge students' needs and academic growth.

Action steps we will take to meet our goal:

1. We will use Collaborative time to:
 - a. Identify 5-10 differentiation techniques we can implement in the classroom.
 - b. Create and improve formative assessments to use in the classroom
 - c. Brainstorm cross content projects and events among elective classes to build community

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

We will use a variety of technology tools to create virtual portfolios, to record and assess their work, to enhance students' speaking and listening skills, to pre-teach key concepts and to design, build, analyze and test students' engineered products.

Grade Level/Department/Team: Math

Goal: Students will improve their ability to construct viable arguments and critique the reasoning of others.

We will measure this Formatively by:

Classroom Formative Assessments such as

- Informal Class Discussions
- Warm ups with open ended questions,
- Class work that promotes discussion,
- Rich tasks structured with the Five Practices for Orchestrating Productive Mathematics
- Homework; Hot problems for Math 7/8 and Mastery problems for Algebra/Geometry
- Exit tickets with questions similar to the Reasoning Claim (3) SBA questions

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We will measure this Summatively by:

SBA data provided by Homeroom - Reasoning Claim (3) success levels

Interim Assessments

Classroom Based Summative Assessments

Action steps we will take to meet our goal:

1. We will use PLC time to:
 - a. Complete at least 2 **short** cycles of Inquiry
 - b. Create Rich tasks (group-worthy tasks) that promote using different problem solving strategies, we will use the 5 Practices for whole class discussions
 - c. Review Interim assessment data

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

We will use the Chromebooks to administer the SBA interim assessments. We will also use a variety of online tools for formative assessments, such as Kahoot, Socrative, Mobymax, TenMarks, Google forms, Kahn academy, Nearpod, Desmos etc. Students will receive a variety of feedback from these formative assessments.

Grade Level/Department/Team: ELL

Goal: Students will demonstrate an increase in their ability to use academic language in reading and writing grounded in evidence.

We will measure this Formatively by:

We will use exit slips, individual whiteboards, Google forms, quizzes, and self-assessments.

We will measure this Summatively by:

We will utilize pre and post assessments of thematic units, SRI scores taken three times a year, student portfolios, and semester finals to gauge students' needs and academic growth.

Action steps we will take to meet our goal:

1. We will use Collaborative time to:
 - a. Identify cross curricular academic vocabulary
 - b. Create and improve formative assessments to use in the classroom
 - c. Analyze data from formative assessments and SRI scores

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

We will use PowerPoint to teach academic vocabulary and student Chromebooks for exit slips, multiple choice assignments as well as student presentations and written compositions.

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?	All content area teachers will examine incoming students' data to determine who will need extra support and set SGG's. Teachers will work together to design and implement common content area classroom assessments Support Literacy and Math Classes (LAP) Working Lunch Classroom level differentiation, scaffolding, intervention (Chromebook Tools, like Newsela, Moby Max...) Study Club Extended Study Club BEL Time	Ongoing throughout the year
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Students encouraged to stretch through use of tools available on Chromebooks such as Newsela Classroom level differentiation and challenge	Ongoing in Classrooms, at Staff meetings
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Equity Team Established Culturally relevant curriculum choices Orientation, Bulldog Days, Dog Squad SOS, Naviance, organization groups, adaptive/coping groups Support from CCRS, SSA ACES/Zones of Regulation ASB, Assemblies, Student Recognition Staff Team building	Ongoing in Classrooms, at Staff meetings, committees, BEL Time

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>

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<p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Differentiation PD</p> <p>CHAMPS – Common language for expectations, building positive culture</p> <p>Resources to Build Team Effectiveness (PLC) PLC PD Portal</p>	<p>Ongoing throughout year</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Team Training in S & C Schools' CHAMPS model</p> <p>ACES (Trauma Informed Instruction) Workshop</p> <p>Workshop on Students with Exceptionalities</p> <p>PLC Collaboration</p> <p>Optional Book studies (TBD)</p>	<p>Summer, Fall 2016</p> <p>PLC/C8 Time</p> <p>Collaboration Days</p> <p>Ongoing – Staff Meetings</p>