

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

**School Name:** College Place Middle School

**Year:** 2016-2017

**School Theory of Action/Target Area**

If the administrators work closely with PLCs to maintain focus on a rigorous cycle of inquiry using common assessment data; and,

If the administrators provide professional development on PLCs, SAMR, effective intentional grouping, academic vocabulary and learning strategies; and,

If the administrators facilitate common planning, classroom walkthroughs, studio days; and,

If the administrators observe classes with a special focus on giving feedback based on mathematical vocabulary, and SIOP and PLC “look fors”; and,

If the teachers consistently define, display, review, and teach to language learning targets; and,

If the teachers learn more about adolescent development, the manifestations of learning disabilities and how to scaffold and implement differentiated instruction; and,

If the teachers use mathematical vocabulary and give students feedback on their use of mathematical vocabulary

If the teachers use common scaffolded sentence stems to encourage student use of evidence in support of their claim/argument; and

If the teachers focus on power standards; and,

If the teachers use effective group work strategies designed to increase discourse in math; and

If the teachers move “up” in the SAMR rubric for using technology,

Then students will use appropriate mathematical language to justify their solutions to math problems; and,

Students will increase their abilities in the claim area of Concepts and Procedures; and,

Students will use inference to: draw conclusions, evaluate models, and make predictions;

Effectively reducing the learning gap for Free and Reduced, ELL, IEP, Hispanic and Black/African American students in mathematics.

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

Compared to 47% of the 7<sup>th</sup> grade students meeting standard on the Math SBA in 2014-2015, and compared to 50% of the 7<sup>th</sup> grade students meeting standard on the Math SBA in 2015-2016, 55% of the 7<sup>th</sup> grade students will meet standard on the Math SBA in 2016-2017 SBA.

Compared to 41% of the 8<sup>th</sup> grade students meeting standard on the Math SBA in 2014-2015, and compared to 45% of the 8<sup>th</sup> grade students meeting standard on the Math SBA in 2015-2016, 51% of the 8<sup>th</sup> grade students will meet standard on the Math SBA in 2016-2017 SBA.

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2020 Cohort	Current % Successful	Goal % Successful
Math	7 - Spring 2016	8 -Spring 2017
All	50	55
Black/African American	19	27
Hispanic	45	51
Limited English	16	24
Low Income	35.9	42
IDEA	9	18

**Achievement Gap:**

➤ **Measurement/Assessment: SBA Spring 2016**

Reading	7 - Spring 2016	8 -Spring 2016	Class of 2020 Cohort	
			7– Spring 2015	8 – Spring 2016
All	61	63	49	63
American Indian/Native Alaskan	N/A	50	50	50
Asian	44	65	58	65
Black/African American	33	50	33	50
Two or More Races	52	71	50	71
Hispanic	59	45	26	45
Native Hawaiian	0	N/A	N/A	N/A
Limited English	15	12	3	12
Low Income	48.8	49.1	38.1	49.1
IDEA	27	17	11	17

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Math	7-Spring 2016	8 -Spring 2016	Class of 2020 Cohort	
			7– Spring 2015	8 – Spring 2016
All	50	45	47	46
American Indian/Native Alaskan	N/A	50	50	50
Asian	50	60	58	60
Black/African American	19	41	38	41
Two or More Races	48	50	54	50
Hispanic	45	20	23	20
Native Hawaiian	0	N/A	N/A	N/A
Limited English	16	14	9	14
Low Income	35.9	29.8	40/35	29.8
IDEA	9	11	13	11

**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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

Percent of students meeting or exceeding standards in mathematics (Smarter Balanced Assessment)

- **% of ELL students making progress in learning English in grades 7-8.**

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**School Vision/Mission:**

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

**School Demographics:**

<b>Gender (October 2014)</b>		
Male	262	49.9%
Female	263	50.1%
<b>Race/Ethnicity (October 2014)</b>		
Hispanic / Latino of any race(s)	128	24.4%
American Indian / Alaskan Native	6	1.1%
Asian	47	9.0%
Black / African American	47	9.0%
White	249	47.4%
Two or More Races	48	9.1%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2015)	250	48.4%
Special Education (May 2015)	90	17.4%
Transitional Bilingual (May 2015)	70	13.6%
Migrant (May 2015)	1	0.2%
Section 504 (May 2015)	26	5.0%
Foster Care (May 2015)	N<10	
<b>Other Information (more info)</b>		
Unexcused Absence Rate (2014-15)	611	0.7%

**Parent, Family, and Community Involvement in this Plan:**

- Newsletter
- Skyward Training and encourage weekly Skyward Checks
- 6th grade Orientation
- Curriculum Night
- Shared assignment calendar
- Planner
- Good News Postcards - Digital Good News Postcards
- Explore opportunities for PSO partnership
- District wide ELL Parent Fair

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**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 checked="" type="checkbox"/> Discipline Data         |
| <input type="checkbox"/> District Assessments             | <input type="checkbox"/> CTE Industry Certification | <input checked="" 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 checked="" type="checkbox"/> Attendance Data | <input checked="" type="checkbox"/> Parent Perceptual Data  |
| <input type="checkbox"/> SAT/ACT                          | <input type="checkbox"/> Other:                     |   |

**Summary of strengths or greatest progress based on the data:**

- |  |
|--|
| <ul style="list-style-type: none"> <li>Theory of Action clearly aligned with data and strongly supported by the building Leadership Team.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percent of positive student responses to school climate indicate 87.24% of 7th graders report they feel safe at school, 83.5% of 7th graders report the feel the students in their classes cooperate, and 81.8% feel the school is clean and well kept.</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Percent of positive parent responses to the parent satisfaction survey indicate 95% of parents are greeted when they call or visit, 95% of parents report their home culture and language is valued by the school, and 91% of parents trust staff and administration at CPM.</li> </ul> |
| <ul style="list-style-type: none"> <li>Evidence of slow, sustained growth in ELA by all but one subgroup in 2020 subgroups. Native American subgroup stayed the same.</li> </ul>   |
| <ul style="list-style-type: none"> <li>In the spring of 2016 74% of 8th graders passed the 8th Grade MSP Science assessment.</li> </ul>  |

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

- |    |  |
|----|--|
| 1. | Continued growth in math by 3 of 8 in 2020 subgroups. Two or more races, Hispanic, IDEA and Low Income. Native American stayed the same.   |
| 2. | Reducing the learning gap for Free and Reduced, ELL, IEP, Hispanic and Black/African American students in mathematics.   |
| 3. | Percent of positive student responses to school climate survey indicate 63.45% of students feel that students treat each other with respect.   |
| 4. | Percent of positive parent responses to the parent satisfaction survey indicate 60% of parents report their child has opportunity to share their cultural identity, and 30% report they are invited into their child's classroom to observe teaching and learning. |

**State Participation Rate:** 95% participation required

<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year: Click here to enter text.	

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

**Math Department:**

**Grade Level/Department/Team:** Math Department

**Goal:** Between September 15, 2016 and May 15, 2017 target sub-groups (ELL, Hispanic and Black/ African American) will improve their ability to use appropriate mathematical language to justify their solutions to math problems as aligned with Common Core Math Standards using multiple measures such as:

Diagnostic Tests, daily/weekly formative assessments, summative assessments, student work, classroom surveys, student self-reflections, problem-solving activities and individual student conferences.

Measured in September 2016, January 2017, and June 2017 by working with CPM Math Department, District Middle School Framework Cohort, and District Lesson Study Cohort.

**We will measure this Formatively by:**

- Pretests
- Quizzes
- Questioning
- Regular homework assignments
- In-Class Student responses and surveys,
- Practice tests
- Observations
- Student reflection
- Think-alouds
- PLC-created SBA practice problems

**We will measure this Summatively by:**

- Chapter tests
- 3--point in time Diagnostic tests
- Real-World Projects which integrate and assess use of the standards

**Action steps we will take to meet our goal:**

- All teachers will administer a diagnostic test at the beginning, mid, and end of school year (3-pt in time data collection to mark progress over time on desired Common Core Standards).
- PLC will work on creating leveled questions (approaching standard, meeting standard and exceeding standard) for each lesson/chapter and give to class.
- All teachers will provide study club time for tutoring.

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- All teachers will design and implement lesson plans which are Common Core aligned and take into consideration the unique learning styles of all our students.
- Teachers will differentiate as necessary within their classrooms to support individualized learning goals.

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

- When appropriate, teachers will use all the different resources the ConnectED program provides to support acquisition of the learning targets.
- Giving students surveys to collect data.
- OER resources are currently being researched to use to help go up the SAMR model.
- Using graphing calculator app on Chromebooks for students without a calculator.
- Setting up and using Google classroom for a “meeting” place for students and teachers.
- As a PLC, we use Google docs to save time in creating common documents.
- Classrooms will use Khan Academy, math playground, AAA math, Moby Max and Web Math Minute to help remediate, practice and accelerate learning.

**Science:**

8<sup>th</sup> Grade Goal: Between October and May the focused group of ELL, Black/African American, Hispanic, free and reduced lunch students \_will improve their ability to construct explanations and design solutions supported by multiple sources of evidence based on valid and reliable evidence (analyze data) obtained from sources (including the student’s own experiments). Students will use relevant and accurate evidence that connects to their explanations as measured by entry tasks, exit tickets, lab questions, conclusions and tests measured at multiple times during each unit. This goal will be completed by the 8th grade science teachers.

7<sup>th</sup> Grade Goal: From October thru May, students in the focus group (ELL, Black/African American, Hispanic, free and reduced lunch) will improve their ability to use critical math vocabulary (identify, compare and explain) in formative (conversations with peers in class, lab work, warm-ups/reflections) and summative (tests or projects) assessments on science concepts.

**We will measure this Formatively by:** Students will be assessed using “warm-up” questions, exit tickets, summary and analysis questions. When students write a conclusion to an experiment they will need to support the results with evidence with their data and/or outside sources.

**We will measure this Summatively by:**

A rubric will be used for test questions, application of a model, final answer for the puzzling phenomenon questions. Students will be rated as being novice (1), basic (2), proficient (3), to distinguished (4).

**Action steps we will take to meet our goal:**

Science teachers will meet collaboratively each month for each grade level to develop and plan how to measure this goal formatively and summatively for each unit. There will be multiple formative assessments and at least 3 summative assessments for each grade level. Each grade level will develop common summative assessments to measure student growth in using evidence in explanations. During collaboration meetings individual teachers will share their own formative data plan adjustments needed to support student growth.

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**Humanities:**

**Grade Level/Department/Team:** 7 & 8/Humanities/Lisa Shearer, Jen Haugen, Carolyn Gross, Christina Champin, Trevor Brandt, John Chaffee, Courtney Knostman, Molly Evans

**Goal:** Students will improve their ability to cite textual evidence to support a claim.

During the 2016-17 school year, the humanities department will collaborate within our collaborative groups to gather and analyze hard data that we have collected through common grade level assessments in the required curriculum. By May, students who scored below standard on the pre-assessments will show growth on the post-assessments.

**We will measure this Formatively by:**

Collections, exit tickets, DBQs, non-fiction articles, using the 13 Powerful Vocabulary terms within learning targets and lessons.

**We will measure this Summatively by:**

Collections (close reading and performance assessments), DBQs, non-fiction articles.

**Action steps we will take to meet our goal:**

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

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

1:1 Chromebooks, online exit tickets, Collections online, turnitin.com, Hapara, Google, Kahoot, and other online resources.

**Health and Fitness Department:**

**Goal: 8th Grade Goal**

Between October and May, the identified subgroups (Black/African-Americans and ELL) will improve their ability to correctly identify

- 5 out of 5 Components of Fitness (COF)
- Match 5 out of the 5 COF definitions
- Identify 1 form of measurement of each COF

at 80% accuracy as measured by formative and summative assessments

This will be measured quarterly by working with department members



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**7th Grade Goal**

Between October 2016 and May 2017 the identified 7th subgroups (ELL and Black/ African American) will be able to correctly identify and define 3 of the 5 components for fitness at 80% accuracy as measured by multiple common, formative assessments, measured quarterly by working with College Place Middle School Health/ Fitness staff.

**We will measure this Formatively by:**

Exit tickets where areas of strength and areas of growth are identified

**We will measure this Summatively by:**

Student Personal Fitness Portfolio

**Action steps we will take to meet our goal:**

Provide multiple opportunities for the practice and application of analyzing fitness levels throughout the year.

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

Chromebooks will be used track and present data.

**Special Education Dept.**

Between fall and spring of the school year 2016-2017, the Learning Support students will improve their understanding of core content vocabulary (analyze, evaluate, demonstrate etc.) to a level 3 (mastery) as measured by pre and post vocabulary assessment at least three times throughout the year by working with other support staff and teachers.

**We will measure this Formatively by:**

exit tickets, pre and post assessments, classroom observation, class discussions

on-line assessments

**We will measure this Summatively by:**

on-line reading comprehension assessment

**Action steps we will take to meet our goal:**

teach reading strategies, hands-on foldable

on-going review of strategies, peer teaching

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

Students will use a variety of on-line resources to support the curriculum.

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**Tech. Dept.**

Between October 3 and June 1, the 8th grade Focus Group of Students in my STEM courses will improve their ability to read and analyze graph data when measured by a pre and post test scenario, and regular formative assessment. The pre-test will be given in October, the post test will be given in May. The tests will contain the same bank of questions, and will show clear growth of student understanding. I will work with the Edmonds School District Middle School STEM PLC to determine the test questions and best teaching practices.

**We will measure this Formatively by:**

We will collaborate regularly, either in person or by utilizing technology; to assess our progress.

**We will measure this Summatively by:**

Administration of a pre and post test for two short cycles of inquiry to assess student growth. In doing so, we will be able to effectively determine the best teaching methodologies for student instruction and will maximize student growth.

**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. Determine the best practices to teach the concepts to our students.
  - c. Reflect upon the different teaching methodologies used and determine the most effective methods to improve student achievement.

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

We will use the technology available to us to meet remotely if necessary; we will also use graphing functions to be able to see trends in student achievement.

**ELL Dept.**

Between October and May, ELL students will improve their ability to apply knowledge of the 13 Tier 2 academic vocabulary as measured by leveled quizzes, vocab journal checks, verbal tasks, and exit tasks measured quarterly (October, December, February, and April/May) by working with Moccia, Knostman, and Lewis.

**Counseling Dept.**

Between September 2016 and May 2017, the target group of students (Free and Reduced, ELL, IEP, Hispanic and Black/African American students in mathematics) will improve their ability to feel connected at school as measured by student perception data administered through the counseling needs assessment, student and parent qualitative collection of evidence, and staff perception data through the student connections chart. Measured at the beginning of the year (September), semester (January) and end of the year (May) by working with administrators, teachers and student support teams.

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**Safe and Civil Schools Goals**

Between September 2016 and May, Safe and Civil Schools will:

1. Collect/analyze data quarterly – continue student and parent voice – equity data (especially multi-racial) – refine staff connections chart data – what do staff and students understand/need to understand about “getting into trouble”
2. Reinforce common area & classroom expectations with staff training, “helpful hints,” morning announcements & posters and feedback to staff (sweeps, etc.) (especially written discipline policy and change in suspension policy)
3. Decrease out-of-school suspension rate (72% of 13-14 data)
  - Year 1 (2014-2015) – Reduce Suspensions by 50% (i.e. 82 to 41) (actual 14)
  - Year 2 (2015-2016) – Reduce suspensions by another 25% (i.e. 41 to 31) (actual 7 as of 5/26/16)
  - Year 3 (2016-2017) - Reduce suspensions by another 25% (i.e. 31 to 23)
4. Evaluate, strengthen Tier 1 & 2 interventions for disruption, harassment and bullying. (check in contract for 7 or more lunch detentions)
5. Strengthen ongoing student recognition (support ASB implementation of Cougar Cash & store, electronic Good News cards)
6. Develop more short and long term leadership opportunities for more students (especially teaching more strategies to deal with bullying).
7. Identify students who don’t feel connected and connect them. (especially ELL and multi-racial)

As measured by quarter tardy, discipline, suspension and equity data;

Annual Healthy Youth Survey; - Results in January 2017

Annual Parent, Student and Staff Survey; - Results in March 2017

Student Opinion Questionnaire - District Determined timeframe

Student-Staff Connection Chart - November 2016 and May 2017

**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>
<b>As part of progress monitoring, what are you doing to help students who are still struggling?</b>	<p>Weekly Student Support Team meetings to discuss specific struggling students. Weekly FLEX reports to provide team with all grades of students failing one or more classes.</p> <p>Cougar Achievement (advisory type) period two times per week for students to check in with teachers, receive extra support, complete missing assignments, make up missed work.</p> <p>LAP Math class for Level 2 students to receive a slower paced, more focused grade-level curriculum.</p> <p>Power Math class for students to receive supplemental support beyond their math class.</p> <p>Cougar Learning Lab in the library three times per</p>	Ongoing throughout the school year

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	week after school with at least two staff members present each time to provide additional support.	
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	Ongoing review of data in the spring of 2016 and fall of 2016 to determine student placement in honors ELA and Math courses. Individual phone conferences (Sam, Nicole, Counselors) with parents to determine appropriate placement for incoming 7th graders.	Spring and Fall data review.
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	Safe and Civil Schools Committee has been implementing effective school climate for nearly 10 years. The data driven cycle of improvement is institutionalized.	Monthly meetings

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	<p>Building-wide professional development focused on supporting the target group of Free/Reduced, ELL, IEP, Hispanic, Black/African American students who are not meeting proficiency in mathematics. Building-wide focus on critical vocabulary, particularly those terms used in mathematics, in order to provide support in promoting mathematical thinking and reasoning.</p> <p>Teaching and Learning team plan to lead staff-wide reading of Eric Jensen - <i>Teaching with Poverty in Mind</i> and <i>Engaging Students with Poverty in Mind</i></p>	<p>Throughout the 2016-17 school year. Building Days Administrative Staff Meeting days</p> <p>Administrative Staff Meeting days</p>
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	<p>Small group activities focused on the SIP goal related to teaching the power standards in math. The math team is engaging in Math Studio Days in cooperation with District Math Lead and UW.</p> <p>To meet the SIP goal of understanding adolescent development and to deepen understanding of student learning for the target population the Teaching and Learning team is collaborating on a book study on poverty and brain research. The leaders will share their ongoing learning with staff at staff meetings.</p> <p>Safe and civil schools team and counseling team engaging in ongoing learning on attendance policies, trauma informed practice to better understand all</p>	<p>Math studio days- Multiple times during the year starting in September.</p> <p>Teaching and learning team meetings in September and ongoing work throughout the year. Targeted sharing at staff meetings monthly.</p>

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	<p>students and those identified in the target population.</p> <p>Small group PLC work focused on sharing ideas and tools for increasing mathematical vocabulary.</p> <p>Individual teachers work in collaboration with the instructional coaches to improve instruction and to move up the "SAMR" rubric.</p>	<p>Periodic learning based on opportunity and need.</p> <p>Monthly PLC meetings scheduled during collaborative time.</p> <p>Individual times scheduled with instructional coaches.</p>
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