

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

School Name: Meadowdale Middle School

Year: 2016-17

School Theory of Action/Target Area

IF teachers intentionally foster relationships with students and design rigorous, relevant, accessible, standards-based tasks,

AND IF teachers regularly and collaboratively analyze data/evidence of student learning from those tasks

THEN teachers will be able to modify and differentiate their instruction for all students and small groups

AND be able to give timely feedback to students (and families) relative to their progress on meeting the standards,

THEN students will make informed choices and have more ownership over their learning and achievement and use technology and digital media strategically and capably,

THEN student academic performance will increase and academic achievement gaps will decrease.

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

-Compared to 64% of students in 2015-16 , 74% of students will agree or strongly agree with the statement, “I sometimes get to choose what type of work I do in my classes” on the Student Opinion Survey in 2016-17.

-Compared to 87% of students in 2015-16, 92% of students will agree or strongly agree with the statement, “I know when I do things correctly in my classes.”

-Given data collected during learning walks, there will be an increase in the use of highly engaging strategies such as student choice, and increase in the cognitive level of student tasks, and an increase in the use of Formative Assessment strategies and techniques.

Achievement Gap:

➤ **Measurement/Assessment:** 2016-17 SBA ELA and Math

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>	
Comparison Group A Opportunity Cohort defined by risk indicators	0% of the students met standard on the 2015-16 SBA ELA and Math assessment.	50% of students will increase their performance by at least one level on the 2016-17 SBA ELA or Math assessment.	
	7 th Graders:		
	ELA- Level 1 - 40 Level 2 - 29		Math- Level 1 - 45 Level 2 - 24
	8 th Graders:		
	ELA- Level 1 - 47 Level 2 - 15	Math- Level 1 - 47 Level 2 - 14	
Comparison Group B	Click here to enter text.	Of the students not meeting standard, 50% will increase their	
	7 th Graders:		

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All students not in the Opportunity Cohort	ELA- Met Standard – 73% Level 1 - 11 Level 2 - 64	Math- Met Standard – 66% Level 1 - 23 Level 2 - 74	performance by at least one level on the 2016-17 SBA ELA or Math assessment.
8 th Graders:			
ELA- Met Standard – 82% Level 1 - 24 Level 2 - 32			Math- Met Standard – 59% Level 1 - 48 Level 2 - 80
All Students Click here to enter text.	Click here to enter text.		Of the students not meeting standard, 50% will increase their performance by at least one level on the 2016-17 SBA ELA or Math assessment.
7 th Graders:			
ELA- Met Standard – 59% Level 1 - 51 Level 2 - 92			Math- Met Standard – 53% Level 1 - 70 Level 2 - 98
8 th Graders:			
ELA- Met Standard – 68% Level 1 - 70 Level 2 - 47			Math- Met Standard – 49% Level 1 - 95 Level 2 - 95

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
- Students meeting or exceeding grade-level standards in math (2nd grade math and state assessment grades 3 and up), and growth over time
- Students meeting or exceeding grade-level standards in science (grades 5, 8, and high school)
- Survey regarding how well students feel connected to school in grades 4, 7, 10

School Vision/Mission:

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

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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 Demographics:

Enrollment		
October 2015 Student Count	748	
May 2016 Student Count	751	
Gender (October 2015)		
Male	400	53.5%
Female	348	46.5%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	169	22.6%
American Indian / Alaskan Native	3	0.4%
Asian	95	12.7%
Black / African American	49	6.6%
Native Hawaiian / Other Pacific Islander	7	0.9%
White	361	48.3%
Two or More Races	64	8.6%
Special Programs		
Free or Reduced-Price Meals (May 2016)	300	39.9%
Special Education (May 2016)	115	15.3%
Transitional Bilingual (May 2016)	67	8.9%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	40	5.3%
Foster Care (May 2016)	N<10	
Other Information <small>(more info)</small>		
Unexcused Absence Rate (2015-16)	1,042	0.8%

There are 27 different languages spoken at MMS.

Parent, Family, and Community Involvement in this Plan:

- Site Council Parent Representatives
- Monthly Parent Club Meeting
- Natural Leader Program
- Family Evening Events – topical workshops, Latino Parent Night, ELL Family Night, Multicultural Night
- Weekly communication from the school and regular contact with teachers

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

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Student Perceptual Data

Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

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|---|
| • 64% of students agreed or strongly agreed with the statement, “I sometimes get to choose what type of work I do in my classes” on the Student Opinion Survey in 2015-16, in comparison to 49% in 2014-15. |
| • Growth mindset: 94% of students agreed or strongly agreed with the statement, “My teachers really believe that I can achieve academically” and 93% agreed or strongly agreed with the statement, “My teachers work hard to make sure I learn” on the Student Opinion Survey in 2015-16. |
| • 79% of students met standard on the 8 th Grade Science MSP in 2015-16, including 72% of low income students, 65% of Special Education students, and 52% of ELL students. |
| • For the second year in a row, MMS met district targets in reducing out of school suspension in 2015-16. |

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

- | |
|---|
| 1. 64% of students agreed or strongly agreed with the statement, “I sometimes get to choose what type of work I do in my classes” on the Student Opinion Survey in 2015-16. |
| 2. Equity-related opportunity: 60% of students agreed or strongly agreed with the statement, “I am encouraged to explore and talk about my culture and background” on the Student Opinion Survey in 2015-16. On the 2015-16 Annual Staff Survey, 40% of staff agreed with the statement, “Our district provides the professional development necessary for me to engage in culturally-responsive practices” and 41% agreed with the statement, “Instructional materials used to supplement district-adopted materials at my school reflect the cultural and ethnic backgrounds of district students.” 27% of staff agreed with the statement, “Students respect those who are different from them.” |
| 3. Feedback opportunity: 35.70% of students strongly agreed with the statement, “I know when I do things correctly in my classes” on the Student Opinion Survey in 2015-16. 75% of the staff strongly agreed with the statement, “Students in my class & in classes with which I am familiar receive ongoing specific feedback about what they need to do to improve” on the Annual Staff Survey in 2015-16. |
| 4. Special Education students are overrepresented on our excessive absence (either excused or unexcused) reporting in comparison to their non-Special Education counterparts. |

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> 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: Click here to enter text.	

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

English

Goal: Students will receive relevant, timely, accessible and intentional feedback throughout the formative learning process, increasing ownership of learning and academic achievement.

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We will measure this formatively by: Students will use quick form to provide a hinge point planning moment, exit slips, fist to five, thumbs up, conferencing, revision/reflective forms, questioning, students as resources, peer review, student led conferences, PLC discussion and planning based on data

We will measure this summatively by: End of unit performance tasks, goal setting and reflection, PLC discussion and planning based on data

Action steps we will take to meet our goal: As we create an aligned English curriculum, we will intentionally add opportunities for students and teachers to practice feedback methods

This is how we will use technology to meet our goal: Google docs, forms, Kahoot, exit ticket the app,

Health and Fitness

Goal: Students will increase their ownership of learning by using fitness data to analyze and evaluate their progress pertaining to Cardio-Respiratory fitness scores. Students will set personal goals, and periodically reflect upon their progress toward their goals, increasing ownership and achievement.

We will measure this Formatively by: Daily warm-ups, traditional and non-traditional sports, use of fitness room cardio machines and relay runs. Student survey to analyze scores: What is your score, what is your goal, What are some strategies you can use?.

We will measure this Summatively by: "7 lap run", "Mile Run" and the "Pacer Test". We will be measuring growth from each student's individual scores.

Action steps we will take to meet our goal: Frequent instructor check ins with each student's scores and goals. We will provide a choice of strategies to encourage each individual student to improve at their own level.

Technology-This is how we will utilize technology to meet our goal: The Health and Fitness Department is working on implementing the new "WELNET" software as well as purchasing new heart rate monitors/pulse sticks.

Math

Goal: Given a consistent set of strategies, all math students will increase their rate of assignment completion, class discourse and tutoring to increase their sense of ownership of their learning, improving academic performance and achievement.

We will measure this formatively by:

- Administering a student survey
- Tracking the rate of assignment completion
- Increased student discourse
- Comparing success rates on summative assessments for students with high vs. low assignment completion rates.

We will measure this summatively by:

- Tracking the rate of assignment completion
- Tracking the rate of homeroom/study club attendance for math tutoring purposes
- Tracking the number of D & F grades in math classes on quarterly report cards

Action steps we will take to meet our goal.

- Create the survey

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- Collaborate to compile a list of strategies
 - Give students the opportunity for:
 - Student reflection of learning
 - Self-assessment
 - Peer-assessment
 - Revising work
 - Assessment retake
 - Utilize online resources (ie, Moby Max, Khan Academy, etc)
 - homework
- Implement strategies
- Meet regularly to discuss classroom experiences
- Modify and adjust instruction to increase student ownership of learning

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

- Administer survey with Google Forms
- Find strategies online
- Use google applications such Google classroom and Google calendar

Science

Goal: Students will utilize technology to access class resources and monitor their progress, resulting in an increase in student ownership of the learning process and academic achievement.

We will measure this formatively by: regular updates of skyward, google calendar, google classroom, skyward emails/progress reports sent home, discuss strategies at during PLC time

We will measure this summatively by: discuss at end of year what seemed to work, survey students, look at how the opportunity group, in particular, performed

Action steps we will take to meet our goal: using google calendar (teacher input or telling students to input), send skyward messages/progress reports home, invite parents to google classroom, encourage students to email teachers if have questions/comments/concerns about class

This is how we will use technology to meet our goal: see above

Social Studies

Goal: Students will be provided with timely feedback from formative and summative assessments, empowering them to take more ownership over their learning and result in improved academic achievement.

We will measure this formatively by: Student reflections on their learning (Entrance and Exit Slips), white boards, popsicle sticks

We will measure this summatively by: Student Opinion Survey, common assessments, student and group projects where teachers give incremental feedback.

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Action steps we will take to meet our goal: Small group instruction; meeting one on one with students; providing written and verbal feedback on assignments; parental communications on progress; interventions

This is how we will use technology to meet our goal: Kahoot, Socrative, Google Forms, Polling apps

Special Education

Goal: Given our identified, struggling students, we will provide timely feedback to families and students to develop positive relationships, promote ownership of learning and increase academic growth.

We will measure this formatively by: Passing grades and/or behavioral improvements checked bi-monthly

We will measure this summatively by: Passing grades and/or behavioral improvements checked quarterly

Action steps we will take to meet our goal: To achieve this goal, we will have periodic check-ins with students, creating plans/contracts when needed, positive communication with home, collaborate with students' teachers when necessary.

This is how we will use technology to meet our goal: Students will monitor their own progress via skyward, emails, and phone calls.

Electives

Goal: If students receive timely and specific feedback throughout the semester, then they will have more ownership over their learning and increase overall academic achievement.

We will measure this formatively by:

- Warm-ups, questioning and student formulated responses, open conversation, critique, improvement on project rubrics, student self-reflection activities, PLC discussion, peer feedback and review, and by providing clear criteria.

We will measure this summatively by:

- Beginning and end of semester assessment by test or quiz on prior knowledge and new material, improvement on project rubrics, and goal setting and reflection.

Action steps we will take to meet our goal:

- Lessons are created with clear objectives for each project. Class rubric is used consistently across projects and is returned with feedback after each project.
- One-on-one and group discussions with ample time to implement feedback.
- Student choice will be available for selected projects, performances, products
- Use of the Design, Build, Test, Evaluate engineering cycle

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

- Google Classroom, Google Calendar, Encouragement of conversation opportunities for feedback and formative assessment by introducing relevant artists through digital media resources, Skyward, Kahoot, Rhino

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

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<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<ul style="list-style-type: none"> • Implementation of a Pyramid of Intervention to assist students who have needs in the following areas: Behavior, Academics, Attendance, Resources/Trauma • Grade-Level Team Meetings • Student of Concern Meetings • Extended Learning Time – Tier II Math & Reading • Homeroom (M-Th) – daily connection with teachers – access to extra help <ul style="list-style-type: none"> ○ Math tutoring by teachers and peers will be available every day • After School Study Club (T, W, Th) • PLC meetings twice a month to collaboratively plan instruction and assessments, analyze student work and data, and discuss next instructional steps based on the data • Teachers employ strategies for engagement to meeting the needs of the individual students, including: offering more choice in gathering and demonstrating knowledge, use of Chromebooks, etc. • Increase family and community engagement by offering topical workshops for parents and continuing to hold ELL Parent Night, Latino Parent Night, and Multicultural Night. 	<ul style="list-style-type: none"> • Bi-Monthly • Daily • Weekly
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<ul style="list-style-type: none"> • Access to Honors Placement in Math, English, and Social Studies • PLC meetings twice a month to collaboratively plan instruction and assessments, analyze student work and data, and discuss next instructional steps based on the data. • Teachers employ strategies for engagement to meeting the needs of the individual students, including: offering more choice in gathering and demonstrating knowledge, use of Chromebooks, etc. 	<ul style="list-style-type: none"> • Bi-Monthly • Daily • Weekly
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions</p>	<ul style="list-style-type: none"> • Implementation and monitoring of Safe and Civil Schools pedagogy led by Safe and Civil School Task Force. 	<p>Ongoing</p>

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<p>that allow for effective teaching and learning to take place.</p>	<ul style="list-style-type: none"> • WEB – 8th grade student leaders lead 7th grade orientation and are assigned to work with small groups of 7th graders throughout the school year. In addition, they will help teach 2-3 lessons during Homeroom to support academic and social emotional growth. • Equity Team – facilitates the professional development for staff to improve culturally responsive teaching skills and to eliminate institutional racism. • Right Response Training • HIB (Harassment, Intimidation, and Bullying) prevention training delivered to every student at the beginning of the year and monitored throughout the year. • “Signs of Suicide” curriculum implemented in Health classes to empower students to go to adults to get help for themselves and peers. 	
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p>	<ul style="list-style-type: none"> - Student-Centered Classrooms focused on student engagement strategies, including choice - Emphasis on formative assessment as a regular part of instruction - Grade-Level Team meetings to discuss students of concern and share instructional strategies - Creating Culturally Responsive Classrooms - Chromebook professional development - Differentiation Training 	<p>Monthly</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<ul style="list-style-type: none"> - Professional Learning Communities - Grade-Level Planning Time to align strategies - S.I.O.P Training 	<p>Weekly</p>