

Maplewood Parent Cooperative School Improvement Plan 2016-2017

Includes Maplewood K-8 and Maplewood Center

School Theory of Action/Target Area

IF we effectively use assessment in our instruction (3d) specifically by:

- articulating clear assessment criteria
- monitoring student learning
- providing feedback to students
- engaging in self- assessment

when providing students opportunities to read, write and speak grounded in evidence (E5), THEN students will cite specific evidence when offering oral and written interpretation of a text.

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

Compared to 90.5% of our third through seventh grade students who were proficient or above proficient in 2015, 93.5% will be proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2017.

Achievement Gap:

- **Measurement/Assessment:** Compared to % of students identified as English Language Learners, % will be proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2017.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Students Not Identified as English Language Learners in grades 3-8	90.5% were proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2016.	93.5% were proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2016.
Comparison Group B Students Identified as English Language Learners in grades 3-8	60% were proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2016.	65% will be proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2017.
All Students All students in grades 3-8	90.5% were proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2016.	93.5% will be proficient or above proficient on English/Language Arts Summative Smarter Balanced Assessment in 2017.

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

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Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

Percentage of 1st graders reading on grade level in the fall and spring.

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.

Percentage of ELL students making progress in English in grades K-12.

School Vision/Mission: PCEP MISSION STATEMENT: It is the mission of the Parent Cooperative Education Program (PCEP) to provide the best education possible for our children, utilizing the many diverse skills of parents, teachers and children; and to foster a family-oriented 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.

School Demographics:

SY 2016-2017 Enrollment: 487

Data from 2015-2016 from Maplewood Parent Cooperative and Maplewood Center

Gender

Male:	53.3%
Female:	46.7%

Ethnicity

American Indian or Alaskan Native:	0.0%
Asian:	9.0%
Native Hawaiian/Other Pacific Islander:	0.0%
Black:	5.1%
Hispanic:	6.0%
Two or More Races:	8.7%

Special Programs

Free or Reduced-Price Meals:	9.6%
Special Education:	12.1%
Migrant:	0.0%
Section 504:	10.6%
Foster Care:	0.0%

Parent, Family, and Community Involvement in this Plan:

Opportunities for involvement will include, but are not limited to bi-monthly meetings with elected leaders from the Parent Staff Organization, monthly parent meetings, and PCEP board meetings. Parent and board meetings are open to the public and the involvement of community members is welcome.

Review and Analysis of Data:

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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 checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input 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:

- | |
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| <ul style="list-style-type: none"> • Target: Grades 3-8 READING (Informational Text) KEY DETAILS: Given an inference or conclusion, students used explicit details and implicit information from the text to support the inference or conclusion provided on the test as a whole per Summative SBA 2016. |
| <ul style="list-style-type: none"> • Target: Grades 3-4 & 6-8 READING (Informational Text) REASONING & EVIDENCE: Students made inferences and drew conclusions about text or made inferences or drew conclusions in order to compare texts (e.g., events, ideas, concepts, procedures, points of view, use of information from illustrations; compare and contrast points of key details) and used supporting evidence as justification/explanation on the test as a whole per Summative SBA 2016. |
| <ul style="list-style-type: none"> • Target: Grades 3-7 READING (literary texts) KEY DETAILS: Given an inference or conclusion, students used explicit details and implicit information from the text to support the inference or conclusion provided on the test as a whole per Summative SBA 2016. |
| <ul style="list-style-type: none"> • 83.0% of 7-12 intensive support or life skills students met or exceed the English Language Arts WA-AIM standard in the Spring of 2016. |
| <ul style="list-style-type: none"> • 75.0% of 1st grade students met or exceeded the independent reading level standard in the Spring of 2016. |
| <ul style="list-style-type: none"> • 95.8% of students met or exceeded standard on the Second Grade Spring Assessment. |
| <ul style="list-style-type: none"> • Cohesive staff interactions |
| <ul style="list-style-type: none"> • Shared visions among staff members |
| <ul style="list-style-type: none"> • Increased opportunity for authentic inclusionary activities and opportunities for students grades 1-8 |

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

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| <ol style="list-style-type: none"> 1. Target: Grades 3-4 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information) were worse than performance on test as a whole per Summative SBA 2016. |
| <ol style="list-style-type: none"> 2. Target: Grade 5 READING (Informational Text) REASONING & EVIDENCE: Students made inferences and drew conclusions about text or made inferences or drew conclusions in order to compare texts (e.g., events, ideas, concepts, procedures, points of view, use of information from illustrations; compare and contrast points of key details) and used supporting evidence as justification/explanation on the test as a whole per Summative SBA 2016. |
| <ol style="list-style-type: none"> 3. Target: Grade 7 READING (Informational Text) LANGUAGE USE: Students interpreted understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary mythological allusions) used in context and the impact of those choices on meaning were worse than performance on test as a whole per Summative SBA 2015. |

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| 4. | Longitudinal data from school-based assessments to measure progress toward standards in text types and purposes, writing processes, and language is needed to identify trend in student progress. |
| 5. | Identifying performance tasks that include reading, writing and speaking components grounded in evidence are necessary. |
| 6. | Identifying staff collaboration opportunities to enhance individual student learning opportunities in the general education setting |

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

Grade Level/Department/Team: Intensive Support, Life Skills & Library Information Services

Student Learning Goal: Students will improve, with prompting and support, their ability to use verbal, signed, or alternative augmented communication through the use of chat books and questioning and wait time strategies.

We will measure this Formatively by:

Data collection sheets
Making high standards visible
Checklists

We will measure this Summatively by:

Collecting data during communication activities
Teacher created assessments to measure IEP goal(s) progress

Action steps we will take to meet our goal:

The teaching team will meet every month to examine student communication, discuss teacher data of student conversations, plan specific implementation of alternative augmented communication, and share effective/non-effective lessons, assessments, and strategies to enhance student growth.

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

Research implementation of Alternative Augmented Communication
Google Searches
Classroom camera, projector, computers, iPad, augmentative communication devices

Grade Level/Department/Team: Kindergarten

Student Learning Goal: Students will improve, with prompting and support, their ability to identify the main topic and retell key details of a text.

We will measure this Formatively by:

Checklists and rubrics throughout writing process.
Monitoring of student learning into lessons using a variety of techniques.
Use questions and specific timely feedback.
Make visible high standards of quality work, i.e. skills of checking their work against the established criteria (self-assessment).

We will measure this Summatively by:

Units of Study Rubrics with pre- and post-test data collected
WA Kids Assessments

Action steps we will take to meet our goal:

Utilizing Units of Study Informational Writing Unit
WA Kids Assessments
Grade level/band meetings and professional learning communities.

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

Research implementation of Pebblego

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Google Searches

Classroom camera, projector, computers, ipad

Grade Level/Department/Team: First and Second Grades

Student Learning Goal: Students will increase their ELA skills through exposure and practice of the Wired for Reading curriculum. Students will use common language to identify phonemes to increase their reading and writing skills. The first and second grade teaching team will meet every two weeks to collaborate, examine student data, reflect, and plan the next instructional practices to promote student growth.

We will measure this Formatively by:

Formative assessments will include teacher observations, journal writing, writing folders, and dictation. We will utilize checklists and rubrics throughout the learning process. Give timely feedback for improvement. Make visible high standards of quality work, i.e., teach the skill of checking their work against the established criteria (self-assessment).

We will measure this Summatively by:

Nonsense spelling word tests and running records are summative assessments that will be utilized to measure student growth.

Action steps we will take to meet our goal:

Provide instruction in using visual cuing system
Provide mentor texts for students to emulate
Confer with students using checklists and rubrics
Teach students to self-assess using checklists
Collaborate with grade band partners
Focus on team goal during collaborative time

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

Teacher will model research process for correctively using visual cuing system
Students may use SeeSaw to communicate with families
Teachers will display visual cuing system using the document camera

Grade Level/Department/Team: Third and Fourth Grades

Student Learning Goal: Students will increase their math skills through fact fluency by using place value and the properties of operations to perform multi-digit arithmetic.

We will measure this Formatively by:

Quizzes
Flexibility in solving equations
Observations

We will measure this Summatively by:

End of chapter tests
End of unit assessments

Action steps we will take to meet our goal:

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Collaborate with grade-level partner
Building time focused on Theory of Action
Collegial time for Professional Learning Communities

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

Students and teachers will make thinking visible by using the document camera.
Students may practice math fact fluency using MobyMax.

Grade Level/Department/Team: Fifth Grade

Student Learning Goal: Students will increase their ability to locate, use, and explain relevant information (such as examples, details, dates, and quotations) in their writing. The fifth grade teaching team will meet at least once a month through the year to develop lessons, examine student work, and plan next instructional steps.

We will measure this Formatively by:

SBA Interim Block Assessment in Research
Writing conferences/anecdotal notes
Student self and peer assessment using Fifth Grade Information Writing Checklist

We will measure this Summatively by:

On-Demand Performance Assessment (pre- and post-unit) using Learning Progression for Information Writing
The Lens of History Bend One assignment using Rubric for Information Writing

Action steps we will take to meet our goal:

Teach Comprehension Strategies:
Teachings students effective turn and talk strategies during mini-lessons
Modeling high quality examples of using explicit details to support answers
Questioning/prompting students during research to refer to primary and secondary sources
Modeling how to self-assess/peer assess
Providing students opportunities to create rubrics/self-assessments

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

Searching for primary and secondary sources
Google classroom drafting and publishing research
Google Doc collaboration to create rubric

Grade Level/Department/Team: Grades Six, Seven and Eight

Student Learning Goal: Students will improve their ability to use evidence (text, graphic, audio) to support a claim, orally or in writing, in an organized and logical format using precise language by developing and improving skills in paraphrasing, questioning, clarifying, giving evidence, challenging reasoning, inviting, and acknowledging in discussion and collaboration with their peers and teachers.

We will measure this Formatively by:

- Varied conversations opportunities with peers and teachers utilizing sentence/ conversation stems

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- Various means of formative assessment, including, but not limited to individual conferences, observation of talking points, self-assessments, and peer feedback in practice settings (such as socratic seminar)
- methods focused on specific content and grade level standards, such as sharing of solutions along with critique in the mathematics classroom
- Research-teach (working in small groups)

We will measure this Summatively by:

- Collecting data during talking points
- Research-teach (presenting and critiquing solutions)

Action steps we will take to meet our goal:

The 6, 7, 8 grade teaching team will meet every month to examine student work, discuss teacher data of student conversations, plan specific implementation of Academic Conversation Stems, and share effective/non-effective lessons, assessments, and strategies to enhance student growth.

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

Utilize various presentation platforms

Collaborate with peers and teacher using Google Apps for Education (GAfE)

Variety of on-line resources to foster development of goal and exploration of technology-based formative and summative assessments

Grade Level/Department/Team: Music

Student Learning Goal: Middle School band students will increase their ability to demonstrate correct fingering by identifying notes on the page and correlating these to the finger buttons on the horn/woodwind by reading notes and simultaneously fingering in order to perform rhythm and pitch to promote student growth.

We will measure this Formatively by:

Monitoring of student learning into lessons using a variety of techniques to demonstrate valuable self-assessment.

High standards of quality work will be demonstrated.

Questions and specific, timely feedback will be given.

We will measure this Summatively by:

Teacher will assess based on the established rubric

Action steps we will take to meet our goal:

The teaching team will meet every four weeks throughout the year to examine student work and calibrate expectations.

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

Using Large Format Digital Display

Chromebox

Sound amplification systems

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Grade Level/Department/Team: P.E. Specialist K-8

Student Learning Goal: Students will show improvement in their abilities to demonstrate competency in a variety of motor skills and movement patterns by applying a sequence of locomotor skills transitioning smoothly from one skill to another.

We will measure this Formatively by:

Observations
Use of checklists
Peer feedback

We will measure this Summatively by:

Rubrics to assess ability to correctly perform discrete skill and transition to a different discrete skill.

Action steps we will take to meet our goal:

- 1) Practice leap, jump and land in a horizontal plane
- 2) Practice leap, jump and land in a vertical plane
- 3) Practice pacing in a variety of distances

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

Pedometers
Videos
Heart rate monitors
Classroom amplification system

Grade Level/Department/Team: Learning Support

Student Learning Goal: Students will improve their ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on instructional level reading and content, choosing flexibly from an array of strategies.

We will measure this Formatively by:

- Monitoring of student learning into lessons using a variety of techniques including student ability to:
 - a. Use sentence-level context as a clue to the meaning of a word or phrase
 - b. Determine the meaning of the new word formed when a known pre-fix is added to a known word (e.g. happy/unhappy, tell/retell)
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Use questions and specific timely feedback
- Make visible high standards of quality work, i.e. skills of checking their work against the established criteria (self-assessment)

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We will measure this Summatively by:

End of unit comprehension assessments
 On-demand writing tasks

Action steps we will take to meet our goal:

- Collaborate with learning support team and classroom teachers of LAP students receiving services.
- Building time focused on Theory of Action
- Collegial time for: Professional Learning Communities, grade level meetings.

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

Students will use technology to organize, revise, edit and publish writing.

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?	Beginning of the year assessments have been administered. K-4 students scoring well below standard in English/Language Arts per DIBELS and Independent Reading Level assessments will receive LAP services in small groups (3-5) beginning September 29, 2016. Progress monitoring will occur at minimum every six weeks and students will be exited from or referred to remedial instruction. Extra assistance from paraeducators and family volunteers.	Daily
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	K-6 teachers implement the Workshop Model for literacy instruction. Reading conferences and independent activities are available for students exceeding standard. Students in grades 7 and 8 advance learning through inclusion of additional resources when reading, writing, and speaking grounded in evidence.	Weekly
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	K-2 teachers deliver Second Step curriculum in class. Students in grades 3-5 receive anti-bullying instruction from classroom teachers and the psychologist/counselor. Check and connect strategies are utilized for students with individual behavioral/social skills goals. School-wide assemblies (K-8) are community-based and foster pro-social skills and messages of empathy and inclusion for all people. Sixth grade students participate in the DARE program. Chess Club, Coding Club, Destination Imagination, Future LEGO League, Math Teams, Maplewood Orcas Double-Dutch Jump Rope club, and the Middle School Musical are co-	Daily

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	curricular activities for students of all ages to participate in before/after school. Families are partners in education.	
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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>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	The theory of action drives intentional professional development for all staff members and the Standards for Professional Learning are implemented school-wide.	Refer to the calendar for professional learning as detailed in the Success Criteria document.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Collegial time through the extended day and early release opportunities allow for small group, individual and voluntary learning opportunities focused by the theory of action.	Refer to the calendar for professional learning as detailed in the Success Criteria document.

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