

**School Name: College Place Middle School**

**Year: 2018 - 2019**

**School Theory of Action/Target Area**

IF College Place Middle School staff effectively establishes, fosters and manages a safe, positive learning environment by:

- Actively participating in professional learning around culturally responsive teaching practices; and
- Promoting environments that honor students' lives, families and backgrounds; and
- Including families and community in developing meaningful ways to be engaged in school activities; and
- Keeping equity and equality as a lens for our work.

THEN

- Interactions between staff and students and among students will be uniformly caring and respectful so that students and families will feel respected and valued in the community; and
- Staff will acknowledge and honor students' individual cultures and experiences so that students will feel comfortable taking intellectual risks; and
- Students will become more actively engaged at school, as measured through various measures, such as (but not limited to): grades, assessment results, participation in clubs and activities, attendance at Cougar Learning Lab, analysis of weekly Flex report data.
- Families will become more actively engaged in the school community, as measured through various measures, such as (but not limited to): participation in volunteer opportunities, attendance at school events, accessing Skyward and Canvas accounts.

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

**ELA Goals:**

**7th grade**

For the 2018-2019 school year (October-May), seventh grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 45% of 7<sup>th</sup> grade students who did not meet standard on the 6<sup>th</sup> grade ELA SBA in 2017-2018, with an emphasis on the 50% of Black/African American 7<sup>th</sup> grade students and the 58% of the Hispanic 7<sup>th</sup> grade students who did not meet standard on the 6<sup>th</sup> grade ELA SBA in 2017-2018. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

**8th grade**

For the 2018-2019 school year (October-May), eighth grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 35% of 8<sup>th</sup> grade students who did not meet standard on the 7<sup>th</sup> grade ELA SBA in 2017-2018, with an emphasis on the 23% of Black/African American 8<sup>th</sup> grade students and the 44% of the Hispanic 8<sup>th</sup> grade students who did not meet standard on the 7<sup>th</sup> grade ELA SBA in 2017-2018. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

**Math Goals:**

**7th grade**

For the 2018-2019 school year (October-May), seventh grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores of the 51% of 7<sup>th</sup> grade students who did not meet standard on the 6<sup>th</sup> grade Math SBA in 2017-2018, with an emphasis on the 50% of Black/African American 7<sup>th</sup> grade students and the 63% of the Hispanic 7<sup>th</sup> grade students who did not meet standard on the 6<sup>th</sup> grade Math SBA in 2017-2018. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

**8th grade**

For the 2018-2019 school year (October-May), eighth grade teachers will collaborate to identify culturally relevant strategies to communicate with and engage families within the learning community in content based activities. Through intentional family outreach and participation, CPM will increase the scores for the 40% of 8<sup>th</sup> grade students who did not meet standard on the 7<sup>th</sup> grade Math SBA in 2017-2018, with an emphasis on the 29% of Black/African American 7<sup>th</sup> grade students and 66% of the Hispanic 7<sup>th</sup> grade students who did not meet standard on the 7<sup>th</sup> grade Math SBA in 2017-2018. This will be measured by formative classroom based assessments, on-going progress monitoring, and state based assessments (SBA).

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**Achievement Gap:**

<b>7TH GRADE</b>	<b>SPRING 2016</b>	<b>SPRING 2017</b>	<b>SPRING 2018</b>
<b>MATH</b>			
<b>ALL</b>	<b>53.7</b>	<b>61.2</b>	<b>60.3</b>
<b>ASIAN</b>	<b>55.6</b>	<b>73.1</b>	<b>80.0</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>23.8</b>	<b>50.0</b>	<b>71.43</b>
<b>TWO OR MORE RACES</b>	<b>50.0</b>	<b>71.43</b>	<b>80.0</b>
<b>HISPANIC</b>	<b>48.6</b>	<b>40.0</b>	<b>34.0</b>
<b>WHITE</b>	<b>61.4</b>	<b>71.7</b>	<b>66.7</b>
<b>ELL</b>	<b>15.1</b>	<b>12.9</b>	<b>8.3</b>
<b>F/R</b>	<b>38.8</b>	<b>47.9</b>	<b>45.6</b>
<b>SPED</b>	<b>32.4</b>	<b>26.6</b>	<b>27.6</b>
<b>ELA</b>			
<b>ALL</b>	<b>64.9</b>	<b>69.1</b>	<b>69.8</b>
<b>ASIAN</b>	<b>50.0</b>	<b>78.3</b>	<b>66.7</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>33.3</b>	<b>58.3</b>	<b>71.4</b>
<b>TWO OR MORE RACES</b>	<b>53.9</b>	<b>82.1</b>	<b>80</b>
<b>HISPANIC</b>	<b>63.8</b>	<b>56.3</b>	<b>54.7</b>
<b>WHITE</b>	<b>74.6</b>	<b>75.5</b>	<b>75.0</b>
<b>ELL</b>	<b>18.5</b>	<b>10.4</b>	<b>9.1</b>
<b>F/R</b>	<b>53.1</b>	<b>58.8</b>	<b>59.7</b>
<b>SPED</b>	<b>52.9</b>	<b>42.1</b>	<b>44.8</b>

**Achievement Gap:**

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<b>8TH GRADE</b>	<b>SPRING 2016</b>	<b>SPRING 2017</b>	<b>SPRING 2018</b>
<b>MATH</b>			
<b>ALL</b>	<b>47.4</b>	<b>41.6</b>	<b>52.6</b>
<b>ASIAN</b>	<b>55.0</b>	<b>50.0</b>	<b>70.4</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>45.5</b>	<b>12.5</b>	<b>55.6</b>
<b>TWO OR MORE RACES</b>	<b>55.2</b>	<b>45.8</b>	<b>48.2</b>
<b>HISPANIC</b>	<b>22.6</b>	<b>33.3</b>	<b>35.2</b>
<b>WHITE</b>	<b>57.5</b>	<b>53.1</b>	<b>61.2</b>
<b>ELL</b>	<b>13.5</b>	<b>21.4</b>	<b>17.6</b>
<b>F/R</b>	<b>32.2</b>	<b>28.0</b>	<b>36.5</b>
<b>SPED</b>	<b>27.5</b>	<b>16.1</b>	<b>19.5</b>
<b>ELA</b>			
<b>ALL</b>	<b>66.7</b>	<b>65.2</b>	<b>73.3</b>
<b>ASIAN</b>	<b>70.0</b>	<b>60.0</b>	<b>76.9</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>50.0</b>	<b>37.5</b>	<b>78.9</b>
<b>TWO OR MORE RACES</b>	<b>75.9</b>	<b>54.2</b>	<b>81.5</b>
<b>HISPANIC</b>	<b>48.3</b>	<b>65.4</b>	<b>60.9</b>
<b>WHITE</b>	<b>76.1</b>	<b>75.5</b>	<b>77.7</b>
<b>ELL</b>	<b>20.0</b>	<b>18.0</b>	<b>30.0</b>
<b>F/R</b>	<b>52.6</b>	<b>51.2</b>	<b>62.8</b>
<b>SPED</b>	<b>45.0</b>	<b>54.8</b>	<b>43.3</b>

**Strategic Direction Focus Areas:**

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

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- X Effective Learning for All Students
- X 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 ELA and mathematics Smarter Balanced Assessment performance.

Our Focus Group will be: students identified as ELL, Hispanic, Black/African American, or Free/Reduced Lunch, who did not meet proficiency on the 2017-18 Smarter Balanced Assessment.

**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:**

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**Student Enrollment Information**

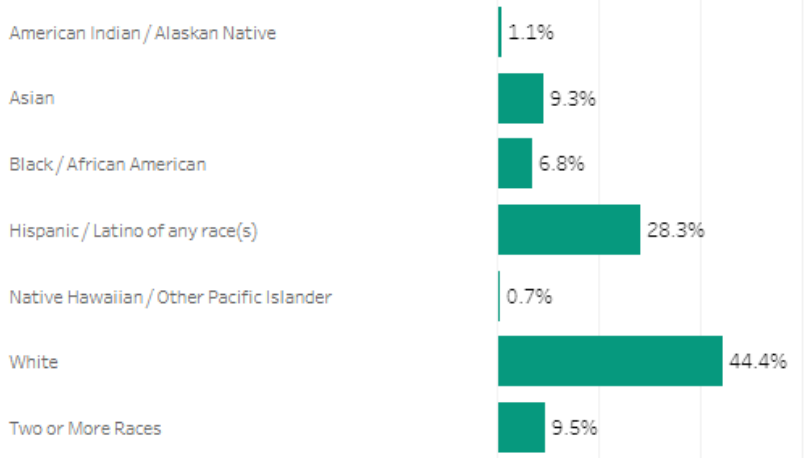
**Enrollment**



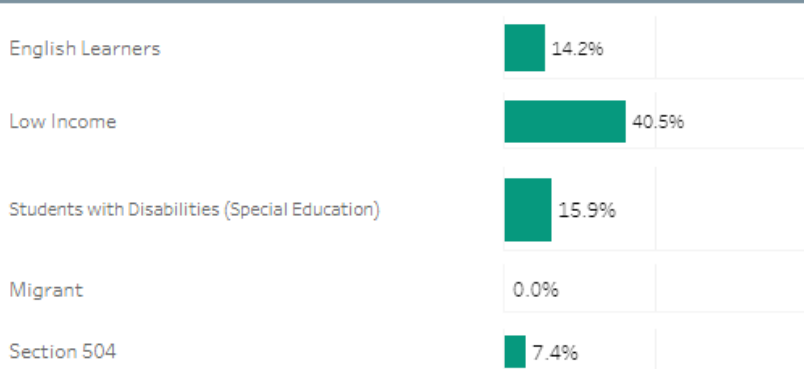
**Gender (Percent of October Enrollment)**



**Race/Ethnicity (Percent of October Enrollment)**



**Special Programs (Percent of May)**



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

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Newsletter/Weekly emails/robocalls  
Establish CPM Equity Team  
Skyward Training and encourage weekly Skyward Checks  
6th grade Orientation  
Back to School Night (formerly Curriculum Night)  
Family events - Skate Night, Spaghetti feed, Movie Nights  
Shared assignment calendar  
Planner  
Good News Postcards - Digital Good News Postcards  
Increased PSO partnership  
District wide ELL Parent Fair  
Coffee with the Principal/Decaf with the Principal  
Potluck/Cultural cuisine

**Review and Analysis of Data:**

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

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

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**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 77% of students reported they felt teachers were caring about all students, 95% of teachers feel they exhibit caring for students,</li> </ul>
<ul style="list-style-type: none"> <li>● Percent of positive student responses to school climate indicate students feel that they have someone to talk to in the building (up 30%). Students have a very positive perception of support staff at our school.</li> </ul>
<ul style="list-style-type: none"> <li>● With one of the highest F/R rate of all comprehensive MS in district, and highest ELL and IEP %:</li> <li>● Highest 8th grade ELA</li> <li>● Highest Science scores</li> <li>● Significantly above district average in 7th grade Math</li> <li>● Significantly above district average in 7th grade ELA</li> </ul>

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

<ul style="list-style-type: none"> <li>● Less than 70% feel that students treat each other with respect</li> </ul>
<ul style="list-style-type: none"> <li>● Percent of student responses to school climate indicate students reported they want “more exploration of self and culture.”</li> </ul>
<ul style="list-style-type: none"> <li>● Reducing the learning gap for Hispanic and Black/African American students in mathematics.</li> </ul>

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

<p>€ <b>Area of Strength (95% or more participation)</b></p> <p>€ <b>Math: 99.40%</b></p> <p>€ <b>ELA: 99.40%</b></p>	<p>€ <b>Area of Opportunity (less than 95% participation)</b></p>
<p>If your participation rate is an <b>area of opportunity</b>, please describe your plan for increasing student participation during the school year:</p>	

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



**Math Department:**

**Goal:** Between September 15, 2018 and May 15, 2019, the focus group will improve their ability to construct viable arguments and critique the reasoning of others as aligned with Common Core Mathematical Practices using multiple measures such as:

Pre- and Post-tests, daily/weekly formative assessments, summative assessments, student work, classroom surveys, student self-reflections, problem-solving activities, classroom discussion and individual student interactions. Measured throughout units by working with CPM Math Department.

We will measure this formatively by pretests, quizzes, questioning, regular homework assignments, in-class student responses and surveys, practice tests, observations, student reflections, think-alouds and SBA practice problems.

We will measure this summatively by chapter tests, pre- and post-tests and real world projects which integrate and assess use of the standards.

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

- Teachers will provide opportunities for students to practice constructing viable arguments and critiquing the reasoning of others through activities and classroom conversations.
- Teachers will administer interim assessments as applicable to content objectives.
- Teachers will provide study club time for tutoring.
- Teachers will recommend students to CLL as needed for added support, making up assignments and support in concepts.
- Teachers will target students to pull during CA for intervention.
- 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.
- Some teachers will receive coaching from LLAMA study coaches.

**Science Department:**

Between October and May the focus group will improve their ability to construct explanations and design solutions supported by multiple sources of valid and reliable evidence. Evidence can be from the student's own experiments (analyze data), observations in the classroom, and scientific readings. Students will use relevant and accurate evidence that connects to their explanations as measured by activities such as entry tasks, exit tickets, labs, conclusions (CER), reflections, and tests measured at multiple times during each unit.

**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, and/or final answer for the puzzling phenomenon questions. Students will be rated as being novice (1), basic (2), proficient (3), or distinguished (4).

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

Science teachers will meet collaboratively each month 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. The department will develop common measures that show students have successfully used evidence in order to measure student growth using evidence in explanations. During collaboration meetings individual teachers will share their own formative data plan adjustments needed to support student growth.

**Humanities Department:**

**Goal:** Between October 2018 and May 2019, 75-84% of the social studies students will improve their ability to analyze evidence to support a claim at standard as measured by "analysis of evidence" in written essays through CCSS aligned rubrics.

**We will measure this formatively by:**

Measured by "analysis of evidence" in written essays through CCSS aligned rubrics.

Reflective writings in response to culturally responsive strategies/readings/assignments.

**We will measure this summatively by:**

Analysis of evidence in their written essays through CCSS aligned rubrics.

**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.

Humanities teachers will collaborate to identify and implement culturally responsive strategies and family engagement strategies within the learning community in content based activities.

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

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

**Health and Fitness Department:**

Between October 2018 and May 2019, 75-84% of the 8th grade Fitness/Health students will acquire the knowledge and skills necessary to maintain an active life (movement, physical fitness and nutrition) by working with the other 8th grade College Place Middle School Health/Fitness staff on equitable learning targets, classroom management, and feedback based on the learning target.

**We will measure this formatively by:**

Common assessments, exit tickets, authentic assessments, observations, learning targets

**We will measure this summatively by:**

CBA (8th), end of reflections, exit tickets, PACER, Fitnessgram

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

Meeting bi-weekly

**Technology- this is how we will use technology to meet our goal:**

Chromebooks, google forms, Kahoot, Quizlet, GoNoodle

**Special Education Department:**

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Between fall and spring of the school year 2018-2019, the Learning Support students will improve their comprehension and 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 and other comprehension measures

on-line assessments

**We will measure this Summatively by:**

On-line and lexile reading comprehension assessments

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

teach reading strategies, hands-on foldable

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

on-going review of strategies, peer teaching

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

**Tech Department:**

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:
  1. Complete at least 2 **short** cycles of Inquiry
  2. Determine the best practices to teach the concepts to our students.
  3. 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 Department:**

Between October and May, ELL students will improve their ability to formulate arguments using claim, evidence, and reasoning as measured by short answers, focused academic tasks, verbal tasks, and longer written responses using appropriate scaffolding according to students' English proficiency level. *Based off of ELP Standard 6-8.4: construct grade-appropriate oral and written claims and support them with reasoning and evidence.*

**Counseling Department:**

Between October 2018 and May 2019, the counseling department will work to increase family engagement and communication within our school and counseling department in partnership with our BLT, admin, college and career readiness specialist and student support advocate.

**Specific strategies**

- Create communication spreadsheet that tells parents how to best find out information about their students' class specific to each teacher (ie. Google classroom, Canvas, Blogs, Skyward). Share spreadsheet with all staff to help parents easily access classroom information.
- Send out information to parents through our weekly email about counselor related events and information (Character Strong, Naviance, mental health information resources, SOS program, etc.)
- Continue to update counseling tab on CPM school website with relevant information for families.
- Create and keep current CPM counseling canvas course with relevant resources for students and families.

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- Contact parents by email or phone for students who are failing 2 or more classes in collaboration with admin, student support advocate and college and career readiness specialist.
- Collaborate with school committees to increase family engagement as a school.
- Focus on non-English speaking families in our outreach efforts by providing interpreters, using the language line or TalkingPoints texting and communication home in their home language.

**Indicators of progress toward goal**

- Parent attendance at school events and committee involvement increases
- Parent response from our reach out efforts increases as recorded in Counseling OneNote and/or Flex Report spreadsheets.
- Counseling canvas views increase
- Completed spreadsheet with information from ALL teachers
- Annual Parent, Student and Staff Survey

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

<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<p><b>As part of progress monitoring, what are you doing to help students who are still struggling?</b></p>	<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.            Additional LAP support class twice a week during Cougar Achievement period for students who are in other elective courses.</p> <p>Cougar Learning Lab in the library three times per week after school with at least two staff members present each time to provide additional support.</p>	<p>Ongoing throughout the school year</p>

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	Additionally this school year, collaboration with tutors from Edmonds Community College and Seattle University to provide one-on-one support for students.	
<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 2018 and fall of 2018 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>	Cougar PRIDE Committee (formerly Safe and Civil Schools) 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>	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 ELA and mathematics SBA. Building-wide focus on critical vocabulary, particularly those terms used in mathematics, in order to provide support in promoting mathematical thinking and reasoning.  Teaching and Learning team plan to lead staff-wide learning around culturally responsive practices.	Throughout the 2018-19 school year. Building Days Administrative Staff Meeting days  Administrative Staff Meeting days
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this</b>	Small group activities focused on the SIP goal related to culturally responsive teaching practices.  To meet the SIP goal of understanding adolescent	Teaching and learning team meetings in September and

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<b>Goal.</b>	<p>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>Cougar PRIDE team and counseling team engaging in ongoing learning on attendance policies, trauma informed practice to better understand all 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>ongoing work throughout the year. Targeted sharing at staff meetings monthly.</p> <p>Monthly Cougar PRIDE team meetings.</p> <p>Periodic learning based on opportunity and need.</p>
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