

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

**School Name:** Meadowdale Middle School

**Year:** 2018-19

**School Theory of Action/Target Area**

IF staff intentionally foster relationships with students while emphasizing social-emotional learning and identity development,

AND IF staff design rigorous, relevant, differentiated, standards-based learning opportunities, with a focus on writing and speaking grounded in evidence,

THEN students will demonstrate increased academic growth and compassion for others,

AND students will develop as lifelong learners and responsible world citizens.

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

-Compared to 65% of 7<sup>th</sup> grade students and 64% of 8<sup>th</sup> grade students in 2017-18, 68% of 7<sup>th</sup> grade students and 68% of 8<sup>th</sup> grade students will meet standard on the English Language Arts (ELA) Smarter Balanced Assessment (SBA).

- Compared to 37% of 7<sup>th</sup> grade students and 34% of 8<sup>th</sup> grade students in 2017-18, 43% of 7<sup>th</sup> grade students and 41% of 8<sup>th</sup> grade students will score above standard on the ELA SBA Research claim.

- Compared to 30% of 7<sup>th</sup> grade students and 27% of 8<sup>th</sup> grade students in 2017-18, 37% of 7<sup>th</sup> grade students and 35% of 8<sup>th</sup> grade students will score above standard on the Math SBA Communicating Reasoning claim.

-Compared to 50% of students in 2017-18, 60% of students will agree or strongly agree with the statement, "Students treat each other with respect" on the Student Opinion Survey in 2018-19.

-Compared to 81% of students in 2017-18, 90% of students will agree or strongly agree with the statement, "I feel like I belong in this school, I feel comfortable here" on the Student Opinion Survey in 2018-19.

**Opportunity/Achievement Gap:**

- **Measurement/Assessment:** 2019 SBA ELA and Math

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>								
<b>All Students</b> Click here to enter text.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>7<sup>th</sup> Grade ELA</b></td> </tr> <tr> <td>Met Standard – 59.5%</td> </tr> <tr> <td>Level 1 - 63</td> </tr> <tr> <td>Level 2 – 80</td> </tr> <tr> <td style="text-align: center;"><b>8<sup>th</sup> Grade ELA</b></td> </tr> <tr> <td>Met Standard – 64.5%</td> </tr> <tr> <td>Level 1 - 61</td> </tr> <tr> <td>Level 2 - 60</td> </tr> </table>	<b>7<sup>th</sup> Grade ELA</b>	Met Standard – 59.5%	Level 1 - 63	Level 2 – 80	<b>8<sup>th</sup> Grade ELA</b>	Met Standard – 64.5%	Level 1 - 61	Level 2 - 60	Of the students not meeting standard, 50% will increase their performance by at least one level on the 2018-19 ELA SBA
<b>7<sup>th</sup> Grade ELA</b>										
Met Standard – 59.5%										
Level 1 - 63										
Level 2 – 80										
<b>8<sup>th</sup> Grade ELA</b>										
Met Standard – 64.5%										
Level 1 - 61										
Level 2 - 60										

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

<p><b>Comparison Group A</b> Students who have never met standard on the state assessment in BOTH ELA and Math.</p>	<table border="1"> <tr> <td style="background-color: #e0e0e0;">7<sup>th</sup> Grade ELA</td> </tr> <tr> <td>Met Standard – 0%</td> </tr> <tr> <td>Level 1 - 46</td> </tr> <tr> <td>Level 2 – 29</td> </tr> <tr> <td style="background-color: #e0e0e0;">8<sup>th</sup> Grade ELA</td> </tr> <tr> <td>Met Standard – 0%</td> </tr> <tr> <td>Level 1 - 45</td> </tr> <tr> <td>Level 2 - 21</td> </tr> </table>	7 <sup>th</sup> Grade ELA	Met Standard – 0%	Level 1 - 46	Level 2 – 29	8 <sup>th</sup> Grade ELA	Met Standard – 0%	Level 1 - 45	Level 2 - 21	<p>50% of students will increase their performance by at least one level on the 2018-19 ELA SBA</p>
7 <sup>th</sup> Grade ELA										
Met Standard – 0%										
Level 1 - 46										
Level 2 – 29										
8 <sup>th</sup> Grade ELA										
Met Standard – 0%										
Level 1 - 45										
Level 2 - 21										
<p><b>Comparison Group B</b> All MMS students who have previously met standard on the ELA and/or Math SBA.</p>	<table border="1"> <tr> <td style="background-color: #e0e0e0;">7<sup>th</sup> Grade ELA</td> </tr> <tr> <td>Met Standard – 74.7%</td> </tr> <tr> <td>Level 1 - 51</td> </tr> <tr> <td>Level 2 - 19</td> </tr> <tr> <td style="background-color: #e0e0e0;">8<sup>th</sup> Grade ELA</td> </tr> <tr> <td>Met Standard – 81.3%</td> </tr> <tr> <td>Level 1 - 36</td> </tr> <tr> <td>Level 2 - 14</td> </tr> </table>	7 <sup>th</sup> Grade ELA	Met Standard – 74.7%	Level 1 - 51	Level 2 - 19	8 <sup>th</sup> Grade ELA	Met Standard – 81.3%	Level 1 - 36	Level 2 - 14	<p>Of the students not meeting standard, 50% will increase their performance by at least one level on the 2018-19 ELA SBA.</p>
7 <sup>th</sup> Grade ELA										
Met Standard – 74.7%										
Level 1 - 51										
Level 2 - 19										
8 <sup>th</sup> Grade ELA										
Met Standard – 81.3%										
Level 1 - 36										
Level 2 - 14										

**Commitment 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 Commitment Focus Key Performance Indicators:**

- Students meeting or exceeding grade-level standards in English Language Arts (2<sup>nd</sup> grade reading and state assessment grades 3-8 and high school), and growth over time
- Students meeting or exceeding grade-level standards in math (2<sup>nd</sup> 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.

**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.

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 School Improvement Planning Process  
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**School Demographics:**

**Student Enrollment Information**

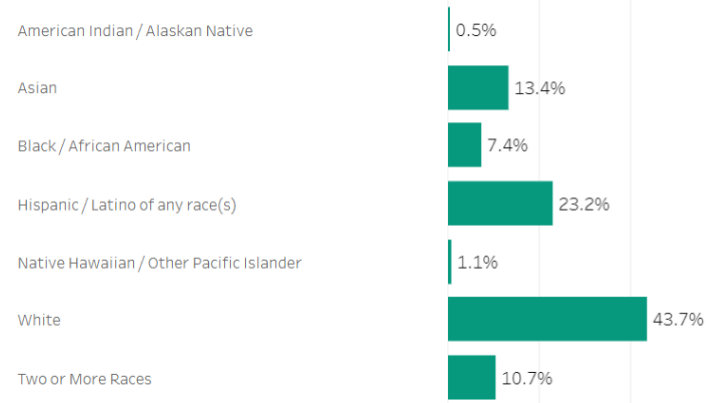
**Enrollment**



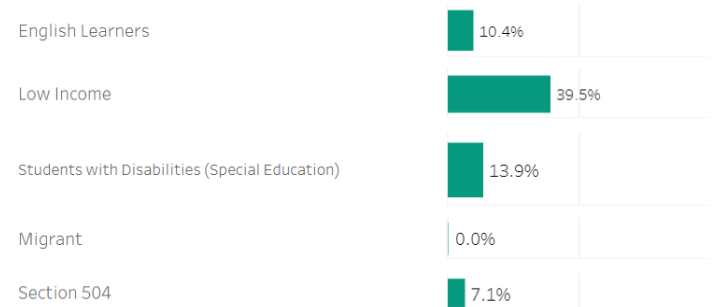
**Gender (Percent of October Enrollment)**



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



**Special Programs (Percent of May)**



There are 23 different languages spoken at MMS.

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

- Building Leadership Team and Equity, Safety, & Civility Team Parent Representatives
- Monthly Parent Club and Parent Advisory Committee meetings
- Family Evening Events – topical workshops, Latino Parent Night, ELL Family Night, Meadowdale Community Night, Parent/Teacher Conferences
- Weekly communication from the school and regular contact with teachers

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 School Improvement Planning Process  
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**Review and Analysis of Data:**

*Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.*

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

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

- Students in both grade levels demonstrated growth on the 2017-18 SBA ELA Research and Inquiry claim , with 37% of 7<sup>th</sup> graders above standard (a 10-percentage-point increase from 2016-17), and 34% of 8<sup>th</sup> graders above standard (a 4-percentage-point increase from 2016-17).
- Academic identity: 97% agreed or strongly agreed with the statement, “I think I will graduate from high school” on the Student Opinion Survey in 2017-18. 91% agreed or strongly agreed with the statement, “As things stand now, I think I will graduate from college.”
- Staff support of academic identity: 93% of students agreed or strongly agreed with the statement, “My teachers really believe that I can achieve academically.”
- 90% of students agreed or strongly agreed with the statement, “My teachers care for me as a person” on the Student Opinion Survey in 2017-18. 87% of staff members agreed with the statement, “Teachers show they care about all students” on the 2017-18 Annual Building Survey.
- Related to prior SIP goals: 69% 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 2016-17, maintaining the growth achieved in 2015-16 and 2016-17, up from 49% in 2014-15.

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

- 65% (+3) of 7<sup>th</sup> grade students and 64% (=) of 8<sup>th</sup> grade students met standard on the 2017-18 ELA SBA. 49% of 7<sup>th</sup> grade students (=) and 48% (-7) of 8<sup>th</sup> grade students met standard on the 2017-18 Math SBA.
- Our students in Special Education were our lowest-performing across all ESSA deciles, including proficiency and growth for ELA and Math; regular attendance; and final score (2.08).
- On the 2017-18 Family Survey, 59% of respondents answered “never” (32%) or “one to two times a year” (27%) to the question, “This year how often have your student’s teachers and/or staff communicated with you about your student’s positive behavior?”
- There was a decline in the percent of students who agreed or strongly agreed with the statement, “Students treat each other with respect” on the Student Opinion Survey in 2017-18. In 2017-18, 50% of students answered in the affirmative, compared to 56% in 2016-17. There was also a decline in the affirmative responses to the statement, “I feel like I belong in this school. I feel comfortable here.” In 2017-18, 80% of students answered in the affirmative, compared to 88% in 2016-17.
- 27% of staff agreed with the statement, “Students respect each other” on the 2017-18 Annual Building Survey.
- Differentiation: 66% of staff agreed with the statement, “We use best practices to help low-performing students meet standard” on the 2017-18 Annual Building Survey. 43% of staff agreed with the statement “We use best practices to challenge high-performing students.”

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

**State Participation Rate:** 95% participation required [Click here to enter text.](#)

<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: <a href="#">Click here to enter text.</a>	

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

**Electives**

**Student Learning Goal:** Students will develop their ability to write and speak reflectively about their interest in and personal connection to various elective wheel subjects introduced over the quarter, using evidence from their work.

**We will measure this Formatively by:** Regular dialogue with and written feedback from students about what they are learning in our courses, how they feel about their experiences in our courses, and career and personal connections to skills taught in the course.

**We will measure this Summatively by:** Written responses (at two or three points in the course) having the students reflect on the goals stated above.

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

Over this first quarter:

1. Develop written prompt for pre/post assessment.
2. Familiarize ourselves with rubric used to assess writing.

Over the next quarter:

1. Plan on implementing the pre/post writing process.
2. Use common rubric to assess results.
3. As a PLC, share results and use it to inform our instruction.

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

In Gateway to Engineering, students will use 3D printers, laser cutters, design software, materials testing devices, and power tools to design, build, and test solutions to design challenges. In other courses, students will use their Chromebooks to access course materials and produce work related to various tasks.

**English**

**Student Learning Goal:** Students will be able to effectively use the TEPAC organizer to create a focused claim, identify relevant and accurate evidence, and improve analysis in their writing.

**We will measure this Formatively by:**

- Exit slips, quick checks to monitor their growth for elements of TEPAC
- After readings, students will use TEPAC to organize and guide their thinking
- Active reading strategies will be used during reading to create analysis
- Discussions to practice analysis and critical thinking

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

**We will measure this Summatively by:**

- compare growth of the students over time for each of the components of TEPAC structure, textual evidence, citations, and analysis

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

- Common rubric and outline
- Individual conferences and targeted interventions
- Strategic feedback
- Common academic language, sentence starters and writing tools
- PLC meeting to calibrate grading and expectations
- PLC meetings to share best practices
- PLC meetings to create consistent questions
- develop anchors to compare student growth
- collaborate between grade levels to compare and maximize growth from 7th to 8th
- Create reflections for writing
- Create assessments

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

- Use Canvas in conjunction with Google docs to collect data, analyze data, and plan for additional intervention, growth, and enhancement

**Health and Fitness**

**Student Learning Goal:** Students will increase their ability to use their fitness data as evidence towards progress on fitness levels and goal setting. Students will use their data to set personal fitness goals. They will be able to make a claim on their improvement or lack of improvement and use the data as evidence in a written reflection.

**We will measure this Formatively by:** Daily warm-ups, traditional and non-traditional sports, use of the Fitness Room equipment, work-outs and relay runs. Students will reflect on 2-3 pieces of data from their running assessments and write their goals. Using that evidence they will reflect on why they made that choice.

**We will measure this Summatively by:** The mile run, the pacer test, and a variety of lap runs. We will measure growth from each student's individual scores and their writing grounded in evidence. We will create a document for them in order for them to keep track of their progress on relay runs. They can track their progress using multiple data points: heart rate, time, laps and growth.

**Action Steps:** We will teach the formula on how to evaluate their fitness data. We will provide a choice of strategies to encourage each individual student to improve at their own level. Our department will spend time in our PLC's using a Rubric to look at student's scores. The Rubric will include: Statement of Purpose (claim), Data (evidence) and an Explanation (reasoning) describing why they set the goal that they did.

**This is how we will utilize technology to meet our goal:** We will use the pulse sticks for students to take their heart rates. We will use Google Forms to create templates for the students to input their data on the Chromebooks using conclusive writing.

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

## Math

**Student Learning Goal:** All math students will increasingly communicate reasoning by constructing viable arguments to support their mathematical processes to improve understanding of concepts.

**We will measure this formatively by:** assessing the student's ability to communicate reasoning effectively in a variety of ways, such as on homework, in-class assignments, observation of student discourse, quizzes and tests.

**We will measure this summatively by:** using end-of-semester final exams, and state assessment scores (SBA) on the Communicating Reasoning claim (whole school academic goal).

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

- Require students to justify their reasoning on a regular basis throughout the year.
- Modify and use MMS Writing & Presenting with Evidence Rubric to show students what's expected when communicating reasoning.
- Meet regularly to discuss classroom experiences & student progress, and look at student work through multiple cycle of inquiry.
- Modify and adjust instruction and differentiate to increase students' proficiency with communicating reasoning.

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

- Use of online interim assessments to prepare for the SBA

## Music

**Student Learning Goal:** Students in music ensembles will be able to distinguish, describe using evidence, and demonstrate proper ensemble intonation, balance, and blend.

**We will measure this Formatively by:** daily ensemble practice, identified by immediate feedback from teachers and peers.

**We will measure this Summatively by:** informal and formal written analyses of recorded rehearsal and concert material, citing evidence from rehearsals, musical scores, and performance outcomes.

**Action steps we will take to meet our goal:** teacher will define and identify ensemble intonation, balance, and blend. Teacher will present "great performances" that illustrate these concepts. Students will listen to and evaluate ensemble's own recordings from in-class practice. Teachers will provide daily immediate feedback on these concepts, isolating small groups or individuals to demonstrate them.

**This is how we will utilize technology to meet our goal:** Recordings of concerts, presentations of "great performances" in class, use of recording devices in-class to reflect in real time, students' Chromebooks for written assessments.

## Science

**Student Learning Goal:** Students will increase their ability to write reflectively about their learning using qualitative and/or quantitative evidence they have gathered to justify their thinking (i.e. claim, evidence, reasoning).

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

**We will measure this Formatively by:** analyzing numerous short writing samples produced by students (e.g., conclusions, Amplify CERs, analysis of group work, etc.)

**We will measure this Summatively by:** analyzing students' conclusion writing in select lab reports, summative Amplify CERs, and reflections on projects/tasks/units.

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

1. Develop shared language/procedures for students around claim/evidence/reasoning.
2. Develop shared language/procedures for students around recognizing bias/error in others' writing as well as their own.
3. Coordinate and refine use of science writing rubric for grading.
4. PLC meetings to look at student work as a part of cycle of inquiry

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

Some of these tasks will be completed using Chromebooks

**Social Studies**

**Student Learning Goal:** Students will grow in their ability write a claim (thesis) about a historical event, and use relevant and reliable evidence to support their reasoning. This will include distinguishing between primary and secondary sources, recognizing bias within sources and inferring conclusions from analyzing sources.

**We will measure this Formatively by:** Daily or weekly smaller writing tasks.

**We will measure this Summatively by:** Larger writing tasks: Road to the Revolution, CBA creating a Bill, Fall of America; Fall of Rome

**Action steps we will take to meet our goal:** Look at student work as a group monthly using the school's common rubric

**This is how we will utilize technology to meet our goal:** Students will use their Chromebooks to complete research tasks, writing, various assignments

**Special Education**

**Student Learning Goal:** Students will increase their ability to explain their thinking using evidence from their learning. This can be expressed in writing and/or verbally.

**We will measure this Formatively by:** creating 4 or 5 prompts that we agree to use as a department in all subject areas. We will give periodic questions that ask the student to explain their answer in writing and or/verbally by using entrance/exit tickets, drawing name sticks, using white boards, etc.

**We will measure this Summatively by:** giving a math/writing assignment based on the questions described above and asking the student to explain their answer several times per quarter, serving as benchmarks.



Edmonds School District  
 School Improvement Planning Process  
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**Action steps we will take to meet our goal:** We will create/use current building rubrics which we can assess students' use of evidence and reasoning in explaining their thinking.

**This is how we will utilize technology to meet our goal:** Students will monitor their own progress by charting their progress, looking at Skyward. We will also discuss students' responses (written or verbal) in our PLC centered on the rubric.

**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>
<p><b>As part of progress monitoring, what are you doing to help students who are still struggling?</b></p>	<ul style="list-style-type: none"> <li>• Workshops by our school psychologist during building time with some essential information about Special Education, including modifications and accommodations</li> <li>• Teachers employ a variety of strategies for differentiation and engagement to meet the needs of the individual students.</li> <li>• 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</li> <li>• Regular Special Education team meetings to monitor progress; discuss interventions for students; and plan systemic supports for students and families.</li> <li>• Implementation of a Pyramid of Intervention to assist students who have needs in the following areas: Behavior, Academics, Attendance, Resources/Trauma</li> <li>• Student of Concern Meetings</li> <li>• Extended Learning Time – Tier II Math &amp; Reading</li> <li>• Homeroom (M-Th) – daily connection with teachers – access to extra help               <ul style="list-style-type: none"> <li>○ Math tutoring by teachers and peers will be available every day</li> </ul> </li> <li>• After School Study Tables (T, W, Th)</li> <li>• Increase family and community engagement by offering topical workshops for parents and continuing to hold ELL Parent Night, Latino Parent Night, and Meadowdale Community Night.</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-Monthly</li> <li>• Daily</li> <li>• Weekly</li> </ul>

Edmonds School District  
 School Improvement Planning Process  
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<p><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></p>	<ul style="list-style-type: none"> <li>• Teachers employ a variety of strategies for differentiation and engagement to meet the needs of the individual students.</li> <li>• 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.</li> <li>• Access to Honors Placement in Math and English. Offer embedded honors designation in Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-Monthly</li> <li>• Daily</li> <li>• Weekly</li> </ul>
<p><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<ul style="list-style-type: none"> <li>• Equity, Safety, &amp; Civility Team monitors professional development and progress as related to equity goals; monitor implementation of Safe &amp; Civil Schools initiatives and policies; and corresponds with student leadership regarding equity and safety issues.</li> <li>• The staff members on the Students of Concern team discuss individual students' emotional, behavioral, academic, and resource needs and determine next steps to address these needs.</li> <li>• W.E.B. (Where Everyone Belongs) – 8<sup>th</sup> grade student leaders lead 7<sup>th</sup> grade orientation and are assigned to work with small groups of 7<sup>th</sup> graders throughout the school year. In addition, they will help teach 2-3 lessons during Homeroom to support academic and social-emotional growth.</li> <li>• Orientation lessons will be delivered on the first day of the school year in order to introduce students to the school, teach them to set themselves up for success, and give them strategies for navigating both positive and negative peer relationships.</li> <li>• Second Step lessons will be delivered twice a month in Homeroom to support student identity development and social-emotional growth.</li> <li>• HIB (Harassment, Intimidation, and Bullying) prevention training delivered to every student at the beginning of the year and monitored throughout the year.</li> </ul>	<p>Ongoing</p>

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

	<ul style="list-style-type: none"> <li>• “Signs of Suicide” curriculum implemented in Health classes to empower students to go to adults to get help for themselves and peers.</li> <li>• Right Response Training</li> </ul>	
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<i><b>Learning Opportunities Provided for Staff Specific to the School Target</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<b>Whole staff learning opportunities to support the focus and intentionality of this goal.</b>	Topics include: - Writing and Presenting Grounded in Evidence - Lesson planning and differentiation - Teaching strategies to support students in Special Education -Technology to enhance and support instruction and facilitate communication with families - Equity and Culturally Responsive Teaching Practices - Adolescent physical, cognitive, social, and emotional development and key social-emotional and trauma-informed practices	Monthly
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</b>	- Differentiated small-group sessions of the above - Professional Learning Communities - Grade-Level Planning Time to align strategies - S.I.O.P Training - Culturally Responsive Teaching Practices	Weekly