Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Maplewood Parent Cooperative
Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

To provide the best education possible for our children, utilizing the many diverse skills of children, staff, and families.

To foster a family-oriented program where children, staff, and families are active participants in an enriched environment the nurtures a life-long love of learning and respects the uniqueness of each individual.

School Demographics:

Maplewood Parent Cooperative is one of two K-8 schools in the Edmonds School District. Families interested in our program are encouraged to take a tour to learn more about the commitments for volunteering. Enrollment is by lottery. There are two classes per grade level, three intensive support classes, and one Life Skills class.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	473	NA	**Two or More Races**	45	9.51%
American Indian/Alaskan Native			**English Language Learners**	26	5.50%
Asian	44	9.30%	**Homeless/ McKinney-Vento**	3	0.63%
Black/African American	37	7.82%	**Low Income**	57	12.05%
Hispanic/Latino	31		**Section 504**	48	10.15%

Native Hawaiian/Other Pacific Islander	1	0.21%	Students with Disabilities	78	16.49%
White	315	66.60%	Student Mobility		

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan: Information contained in this school improvement plan was largely collected, analyzed and synthesized by members of the certificated staff. Student and family involvement was limited to participation in surveys, and some data review by members of the school-based equity team. Moving forward, greater collaboration with members of the classified staff and deepening understanding of effective student and family engagement practices are necessary to improve involvement from multiple stakeholders.

Section II: Reflection & Evaluation of Prior Year's Progress
Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
Compared to 82% of K-4 grade students and 89% in seventh and eighth grades in 2018, students who qualified for Learning Assistance Program supplemental services will improve their abilities to read closely to determine what the text says explicitly and to make logical inference from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text (E/LA Anchor Standard 1)	✓ All first grade students enrolled in LAP services during SY2018-2019 made progress in learning Correct Letter Sounds (CLS). ✓ All second grade students enrolled in LAP services during SY2018-2019 made significant progress in Oral Reading Accuracy. ✓ All third grade students enrolled in LAP services during SY2018-2019 made significant progress in Oral Reading Accuracy and did not qualify for LAP services in fourth grade. ✓ All third grade students enrolled in LAP services during SY2018-2019 made significant progress in Oral Reading Accuracy.
Compared to 83% of 5-6 grade students in 2018, students who qualified for Learning Assistance Program supplemental services will improve their abilities to read closely to determine what the text says explicitly and to	Data collected was insufficient in measuring students' progress as the source was limited, did not include teachers' anecdotal notes, observations and other formative data tools and did not take into account the increase in rigor between fall and spring. Between the fall 2018 and spring 2019 semesters

make logical inference from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text (E/LA Anchor Standard 1)	2% grade five students showed growth in their reading comprehension skills, 54% of students' scores remained unchanged, and 33% of students' scores regressed (65% of these students fell below grade level) per the gradebook grades report in Homeroom. Eleven percent of students in this group receive special education services and their progress monitored by their individual learning goals. Between the fall 2018 and spring 2019 semesters 8% grade five students showed growth in their reading comprehension skills, 80% of student's scores remained unchanged, and 5% of students' scores regressed (65% of these students fell below grade level) per the gradebook grades report in Homeroom. Five percent of students in this group receive special education services and their progress monitored by their individual learning goals.

How has the progress described above informed your school's improvement planning for this school year? Progress made in improving students' abilities to determine the explicit meaning of text and to make logical inferences led to a shift in focus to improving students' abilities to use alternative and augmentative, verbal and written communication to express their ideas, needs, and understanding.

Section III: Needs Assessment
A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength
1. Students receiving specially designed instruction continue to make progress on the goals of their individual education plans.
2. Participation in inclusion and reverse inclusion activities has dramatically increased between 2016 and 2019.
3. 81% of students in grades 3-8 met grade level standards on the English/Language Arts state assessment.
4. 40% of students in grades 3-8 have high English/Language Arts growth. The percentage of students in grades 3-8 meeting/exceeding standard is consistently above the district and state averages between 2014-2018.
5. 87% of students in gr. 1-7 met or exceeded standard per winter 2018 report cards for writing: text types and purposes.
6. 81% of students in grades 3-8 met grade level standards on the Math state assessment.

7. The percentage of staff who agreed or somewhat agreed their expectations and evaluations include cultural competence and responsiveness increased from 91-98% between 2016-2019.
8. 95-96% of students who participated in the survey strongly agreed or agreed they worked hard to finish their work on time between 2016-2019.
9. 96-100% of students who participated in the survey strongly agreed or agreed they treated other students with respect between 2016-2019.

Areas of Needed Growth
1. Relationships between students with identified special needs and students in the basic education program do not transfer from structured inclusion/reverse inclusion activities to free play (e.g. recess).
2. There was a steady decline in the percentage of students who qualify for F/R meal services in grades 3-8 who are meeting/exceeding standard on the SBA English/Language Arts assessment between 2014-2018.
3. Students in grades 3-8 who are identified as EL scored significantly (16% and 0%) lower on the SBA English/Language Arts assessment than their peers while the EL population continued to grow.
4. No families of American Indian, Asian, Multi-racial and Pacific Island cultures participated in the 2016-2017 Family Engagement survey.
5. Students in kindergarten through grade 7 show little to no progress in writing per the 2018 ELPA21 results. Students identified as male scored even lower in writing than students identified as female.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?
Much of the data reviewed was from lagging sources, e.g. Smarter Balanced Assessments, report card grades, Student Opinion Surveys, Family Engagement Survey, Annual Building Survey, attendance rates, and disciplinary referrals.

Professional studies during SY2018-2019 on the pedagogy of culturally responsive teaching practices identified specific conditions that need to be addressed within the next five years. These conditions were the results of examining the policies and procedures within the school, district, and state that create systemic barriers to equitable access and opportunities for our students and their families. While much of this work was done with the certificated staff, members of the classified group participated in deepening understanding of implicit and explicit bias, stereotyping, and white privilege.

Values around Education, Grit and Effort
We need to honor culture and individual needs but we also have to work within our system and educational expectations. Learning takes many forms, not just math, reading, and

writing. Educators need to teach the whole child despite learning challenges while respecting cultural differences. The definition of success varies from student to student depending on their abilities. Students should be celebrated on the progress they make throughout the year.

Pedagogy- Increase Rigor
There are many points to consider when addressing rigor within pedagogy. First, we can maintain and increase rigor by using district curriculum, but we should be mindful of using multiple modalities so all students are provided access to the material. Consider what additional tools should be prepared to help struggling students. Also, groups should be intentionally formed to be flexible and goal-oriented. Time should be built into the lesson to check for understanding and provide feedback. Be willing to adjust teaching strategies and pacing as needed. These are just some of the points to consider when addressing rigor within pedagogy.

Class Policies:
Begin with discussing class policies with clear expectations and the "why" of the expectation, then seek to understand the needs of individual learners and accordingly make exceptions to class policies. When accommodations are needed, they should do so in such a way that uses gradual release to foster responsibility so all students can reach the epic expectation. Adjust the pathway for establishing the class' culture and policies based on the make-up of your students that year.

Homework/Late Work/Absence Work
Our own implicit biases impact our individual practices around assigning homework, accepting late work, and expecting work to be completed after a student is absent. There is a conflict between the pedagogy of assigning work to be completed outside of class to scaffold independence, responsibility and additional practice with the reality that our students' home lives drastically differ from one another. Teachers at different grade levels will have different practices based on developmental readiness and tailored to class-specific needs, but all homework should be meaningful and school-wide common language around reading at home seems important. Teachers should have permission to individually assess student needs and personalize homework accordingly. Perhaps attention should be paid to where the pressure to have homework comes from, and whose needs we are meeting when we assign quantities of work outside of the classroom.

Rotations
In seeking to provide access, opportunity, and increased engagement of families can we have volunteer practices that do so? Options may include more opportunities to volunteer outside of regular school hours, encouraging Intensive Support families to participate in the rotation model, rotations linked not just to your students' class but to any class within the school, or pledging an amount of hours to volunteer and then making a plan/schedule to do so.

Language

We need to provide written material in languages accessible to the families at Maplewood. We need to figure out what the predominant languages are at Maplewood in addition to English. We need to find a way/program/system to use to translate classroom document and whole school communication in the languages identified. We also need to provide recruitment materials for the lottery in a variety of languages.

Mandates

Our school wants to emphasize culturally responsive practices across our systemic principles. By calling out potential inequity in our policies around pedagogy, classroom policies including homework, late work and absences, family volunteer requirements and language, we seek to revise policies and practices denying access of opportunity to students and their families.

While there are some federal, state, and district mandates, communication is key amongst families, the school house and the district. We need to continue to be active in our community so that our voices are heard with regard to consistency in our curriculum and expectations. Further, we need to communicate with families, our schoolhouse and district leaders the observed growth in our students versus a specific letter grade. It is necessary to develop multiple assessments within each of the content areas so people can gain a better perspective of the whole child. When this is accomplished we will see healthier students in all three areas of wellness--physical, mental/emotional and social.

C. Additional Data Required

State Participation Rate: 95% participation required

Area of Strength (95% or more participation)	X 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:					
Maplewood Parent Coop	Asian	24	26	ELA	92.31
Maplewood Parent Coop	Hispanic-Latino	19	23	ELA	82.61
Maplewood Parent Coop	Limited English	13	14	ELA	92.86
Maplewood Parent Coop	Low Income	32	36	ELA	88.89
Maplewood Parent Coop	Special Education	39	54	ELA	72.22
Maplewood Parent Coop	Asian	24	26	MATH	92.31
Maplewood Parent Coop	Hispanic-Latino	19	23	MATH	82.61
Maplewood Parent Coop	Limited English	13	14	MATH	92.86

Maplewood Parent Coop	Low Income	31	36	MATH	86.11
Maplewood Parent Coop	Special Education	40	54	MATH	74.07

In addition to the action plan below, information will be provided to families about the guidelines on tools, supports and accommodations for State assessments. Students who qualify for learning support and/or are English Learners will be taught how to use the tools, supports and accommodations.

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 76%	**If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)** **Plan is required: YES ☐ NO** X
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Not applicable **Reading:**　　　　　　　　　　　　　**Writing:** **Listening:**　　　　　　　　　　　　**Research/Inquiry:**	

Section IV: Theory of Action

Theory of Action: If staff improve relationships with students when implementing guaranteed and viable curriculum with academic mindset, engagement and rigor then students who performed below standard in their abilities to cite evidence to support opinions and/or ideas (research/inquiry target 4) will show improvement in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research (College & Career Readiness Standard for Writing: Research to Build and Present Knowledge 9, pg. 18) as measured by universal formative and summative assessments.

Rationale:
Relationships to move students from dependent to independent learners by being warm demanders (Hammond, Culturally Responsive Teaching and the Brain, 2015)

Academic Mindset whereby each student believes that learning is relevant and worth paying attention to. This belief is reinforced with progress. We need to be especially cognizant of our students for whom we do not have academic or communal knowledge and what do they need. (Hammond, Culturally Responsive Teaching and the Brain, 2015)

Engagement through Expert Teaching

- Identify essential representation (organization & content knowledge) of their subject
- Guide learning through classroom interactions
- Monitor learning and provides feedback
- Attend to students' affective attributes
- Influence student outcomes

Enhancing and applying knowledge of effective instructional practices to implement district adopted materials (Hattie, Teachers Make a Difference: What is research evidence, 2003)

Rigor through aligned training for educators to refine and adjust instructional practices through carefully calibrated instruction, data collection, progress monitoring, and feedback (Marzano, Teaching for Rigor: A Call for a Critical Instructional Shift, 2014)
Explicit teaching of academic vocabulary, implementation of common grade-level assessments and peer reviews of student work.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. 62.3% of students in grades 3-7 in 2020 will meet standard on the Smarter Balanced Assessment Summative Research/Inquiry Claim compared to 58.3% of students in grades 3-7 in 2019 on the same assessment.

B. 14% of students identified as Bilingual/English Learners in grades 3-7 in 2020 will meet standard on the Smarter Balanced Assessment Summative Research/Inquiry Claim compared to 11% of students in grades 3-7 in 2019 on the same assessment.

C. Connections to Blueprint 2025 Equity of Opportunity: We remove barriers to success and ensure equitable access to programs, technology and facilities by... (key performance indicators pending).

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Instructional staff at Maplewood Parent Cooperative will improve relationships with	Our professional learning plan will focus on developing our collective understanding of well-designed curriculum that is standards-based and aligned so that all students have	August-September Staff will write the counter-narratives to school, district, and state policies and practices that create systemic barriers to equitable access and

students when implementing guaranteed and viable curriculum with academic mindset, engagement and rigor.	access to learn. Staff will continue the pedagogy of culturally responsive teaching practices grounded in the work of Zaretta Hammond.	opportunities for our students and their families. *Listed in the Needs Assessment section (above).* **October-January** Staff will examine conditions for promoting academic mindset for students for whom we do not have academic or communal knowledge and their needs. **February-April** Staff will collect data on sub-group of students using Hammond's Trust Generators matrix, Points of Collection worksheet, or Rapport Interaction Tally Tracking sheet. **May-June:** Staff will analyze data to inform future needs assessments and key improvement actions.
Students will improve in their abilities to cite evidence to support opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.	Staff will improve their understanding of English/Language Arts research and inquiry standards for their grade levels, the previous grade level, and the next grade level in order implement inquiry-based learning processes that are student-centered.Staff will use the Lucy Caulkins *Writing Pathways: Performance Assessments and Learning Progressions* to	**August-September:** Training for implementation of reading assessments, science and writing units curricula. **September-October:** Use reading assessments to inform baseline data about students' accuracy, fluency and comprehension. **October-December:** Deepen understanding of attributes of English Learners through study and review of ELPA21 data. Monitor implementation of Amplify relative to the grade level pacing guides. Collect on-demand samples of students' writing for 'thin-slicing' in January. **January-March:** Engage in 'thin-slicing' activities with grade level partner(s) followed by scoring calibration in heterogeneous groups. **April-June:**

		Staff will analyze data to inform future needs assessments and key improvement actions.
Engaging students in learning	Staff will apply knowledge of the pedagogy of culturally responsive teaching practices to help students interact with new content, practice and development new knowledge and engage in cognitively complex tasks grounded in the work of Robert Marzano and John Hattie	November-April Staff will engage in Professional Learning Communities to research and reflect upon effective engagement practices (Marzano & Hattie) relative to student growth goals. May-June: Staff will analyze data to inform future needs assessments and key improvement actions.

Plan for Years 2 & 3

2020-2021:
- Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies to support students who are English learners and their peers in accessing grade-level content. We will begin to develop learning activities at home and in the community to support student's growth in citing evidence to support opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.

2021-2022:
- Continued focus on increasing capacity to support for students who are English Learners and their peers in accessing grade level content. We will share learning activities at home and in the community to support student's growth in citing evidence to support opinions and/or ideas and in their abilities to draw evidence from literary or informational texts to support analysis, reflection and research.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Goal: All kindergarten students will increase their ability to recognize letter names/sound and utilize this knowledge to write three complete sentences (with teacher prompting and support) on one topic.

We will measure this formatively by:
Observing student performance during intervention and classroom work (word study, spelling tests, journals, etc.)

We will measure this summatively by:
Reading performance will be measured using Acadience tests and Running Records
Writing performance will be measured using a teacher created pre and posttest at the beginning and end of each routine as well as reviewing in-class writing work.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 1

Goal: Teachers will collaborate to design and implement lessons teaching their students to discover and write their opinions. First grade students will demonstrate growth in their abilities to choose a topic and write an opinion piece. Their writing will contain a stated opinion and three supporting details.

We will measure this formatively by: Samples of students' work including but not limited to book reviews and restaurant reviews, self-assessment, conferring, and anecdotal notes.

We will measure this summatively by: Units of study post-assessment for opinion writing.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 2

Goal: Students will improve in their abilities to elaborate on their informative/explanatory texts by using different kinds of information in their writing such as facts, definitions, details, steps and tips.

We will measure this formatively by: Units of study pre-assessment for informational writing and rubrics throughout the writing process, conferring individually with students, monitoring of student learning into lessons using a variety of techniques, questions and specific and timely feedback, making visible high standards of quality work, i.e. skills of checking work against the established criteria, and daily drafts of information writing.

We will measure this summatively by: Units of study post-assessment for informational writing.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will leverage technology to demonstrate competency in their learning goals, understand digital citizenship, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, and test solutions.

Grade Level/Department/Team: Grade 3

Goal: Students will improve in their abilities to elaborate on their informative/explanatory texts by using different kinds of information in their writing such as facts, definitions, details, steps and tips.

We will measure this formatively by: Units of study pre-assessment for informational writing and rubrics throughout the writing process, conferring individually with students, monitoring of student learning into lessons using a variety of techniques, questions and specific and timely feedback, making visible high standards of quality work, i.e. skills of checking work against the established criteria, and daily drafts of information writing.

We will measure this summatively by: Units of study post-assessment for informational writing.

Action steps we will take to meet our goal:
Create a pre/post-test for each routine.
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).
Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Grade 4

Goal: Fourth-grade students will improve their writing skills from individual current levels working towards five paragraph essays with a focus on opinion and informational writing. Students will advance their writing ability as they are taught new skills towards better writing practices. The goal is to help them become independent thinkers and writers. Our parent volunteers will be jointly involved in the process.

We will measure this formatively by: We will measure this formatively through student work based on class work, anecdotal notes, and journal writing (with a focus on science).

We will measure this summatively by: Summative measurement will be based on a final draft of an essay at the end of each unit.

Action steps we will take to meet our goal:
Work individually with students to help them improve on individual needs
Decide what skills are necessary for the whole class to practice for success for all students
The team will attend district professional development and use strategies and feedback from these sessions to improve or enhance their instruction

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Grade 5 and Library Information Systems Specialist

Goal: Between November 2019 and February 2020, students will increase their skills in writing evidence-based scientific arguments within the context of the Ecosystem Restoration life science unit.

We will measure this formatively by: Students' Science Notebooks, a pre-unit assessment and anecdotal notes

We will measure this summatively by: a post-unit assessment

Action steps we will take to meet our goal:
5th-grade team will meet every other week to discuss lesson planning, debrief lessons taught, and share student work.
Teachers will use both formal and informal assessments of student work in Science Notebooks to inform instruction throughout the unit.
The team will attend district professional development and use strategies and feedback from these sessions to improve or enhance their instruction.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Learning Support Team

Goal: Students who are receiving instruction in the 95% Multi-syllable Routine Cards will improve their ability to read and write multi-syllable words.

We will measure this formatively by: Observation of student performance during intervention and classroom work (word study, spelling tests, journals, etc.)

We will measure this summatively by: Summative reading tests will be measured using ACADIENCE tests and Running Records. Summative writing performance will be measured using a teacher created pre- and post test at the beginning and end of each routine as well as reviewing in class writing work.

Action steps we will take to meet our goal:
Implement the intervention with integrity.
Collect work samples (every 6-8 weeks).

Confer with each other regarding teaching practices and assessment results.
Share successes and challenges to problem solve together.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Intensive Support & Life Skills Team

Goal: Students who use an iPad as a primary mode of communication will increase communication skills by using the alternative and augmentative communication device to locate vocabulary words, state needs/wants, and/or make choices.

We will measure this formatively by:
Classroom data sheets of students' goals

We will measure this summatively by: Informal observation of students for generalization of communication skills

Action steps we will take to meet our goal:
Implement instructions for use of alternative and augmentative communication with integrity.
Collaborate with the Speech Language Pathologist
Regularly collect work samples
Confer with each other regarding teaching practices and assessment results
Share successes and challenges to problem solve together

Technology: Students will use technology to demonstrate abilities to expand their vocabularies, communicate needs/wants and to make choices.

Grade Level/Department/Team: Grades 6-8 Humanities

Goal: Students will identify multiple perspectives within a text/oral story/image and intentionally work to understand their own self as a means of perspective and their role in the larger context. Students will demonstrate empathy and empowerment through tying their own experiences to the multiple perspectives of others and developing a Call to Action.

We will measure this formatively by: Use of writing rubrics throughout the writing process, conferring individually with students, monitoring of student learning into lessons using a variety of techniques, questions and specific and timely feedback, making visible high standards of quality work, i.e. skills of checking work against the established criteria, and daily drafts of information writing.

We will measure this summatively by: Students will participate in oral exams 2-4 times per year to defend their Call to Action by synthesizing information from the multiple perspectives of others.

Action steps we will take to meet our goal:
Between October 2019 and May 2020, 6th, 7th and 8th grade teachers will collaborate to improve students' ability to examine fictional and historical narrative, as readers and writers, through a critical lens.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Middle School Math Team

Team Student Growth Goal: Believing that relationships are the cornerstone of culturally responsive teaching, the math team seeks to build a classroom culture of academic safety through thoughtful classroom structures for success and a collaborative classroom experience that builds rapport and alliance between teacher and student, as well as between peers. We will pursue enhanced student growth in mathematics through shared inquiry and dialogue, social and emotional safety, and values based management.

Between October 2019, and May 2020, 7th and 8th grade students will improve their math learning through participation in an academically safe math classroom environment which honors the individual student while leveraging social interactions to build up self-regard as a mathematician.
(Emphasis: speed to thoughtfulness, correctness to effort, grades to demonstrations of knowledge, passive to active caring)
The math teaching team will meet every month to examine student work, discuss teacher data of student conversations, and share effective/non-effective lessons, assessments, and strategies to enhance student growth.

We will measure this formatively by: (common formative assessments yet to be determined)
Student surveys (past math experience, collaboration, student perception of math classroom, grit, and growth mindset, end of unit)

Journal reflections and responses
Restorative Circles at the end of each unit

We will measure this summatively by: (common summative assessments yet to be determined)
Student progress over each semester of learning
Student surveys

Action steps we will take to meet our goal:
Meet once a month during collegial time to discuss and assess student work. (Math team, SIP, PLC)
Participate in building time focused on the school's theory of action
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals
Development of student surveys

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Middle School Science

Goal: Improve students' science learning by increasing hands-on learning opportunities while retaining the pacing and integrity of the Amplify curriculum while working in collaboration with another middle school teacher within the Edmonds School District and developers of the FOSS and Amplify curricula.

We will measure this formatively by:
Daily exit tickets
Use of questions embedded in Amplify curriculum
Use of a random name generator to sample students' knowledge and understanding

We will measure this summatively by:
Pre and post tests for each unit
Rubric (written science argument)

Action steps we will take to meet our goal:
Meet regularly month during collegial time to discuss and assess student work. (Job-alike team, SIP, PLC)
Participate in building time focused on the school's theory of action
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.

Grade Level/Department/Team: Physical Education

Goal: Students will show improvement in their understanding of cardio-respiratory endurance and the FITT Principle (frequency of exercise, intensity of exercise, time of exercise and type of exercise).

We will measure this formatively by: Students will set personal goals that will be measured by self-assessment tools, anecdotal notes, and teacher observations.

We will measure this summatively by: Students will demonstrate understanding of FITT principles through on-demand, performance based assessments and unit tests.

Action steps we will take to meet our goal:
Meet regularly during collegial time and job alikes to discuss and assess student work
Participate in building time focused on the school's theory of action
Reading, research, professional development opportunities - collaborative development and shared understanding of key content and practices that foster these goals

Technology: Students in kindergarten through sixth grade will use technology to set personal goals and monitor progress. Students in grades seven and eight will use the Wellnet curriculum to set goals and monitor progress.

Grade Level/Department/Team: Elementary & Middle School Music Departments

Goal: Between October 2019 and April 2020 students in grades 3-8 will show improvements in their abilities to identify and write notes on the treble staff and show growth in their musical notation to correct fingering and pitch identification.

We will measure this formatively by: using on-demand note-reading and performing, self-assessments, anecdotal notes, peer review and teacher observations.

We will measure this summatively by: using mid-and end of the year assessments.

Action steps we will take to meet our goal: music teachers at Maplewood Parent Cooperative will meet regularly to review students' abilities to analyze selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Then the team will review students' work to build a guaranteed and viable curriculum for students in grades 3-8.

Technology: Students will use technology to demonstrate abilities as empowered learners, find and curate resources on topics of interest, create imaginative presentations and solutions to problems, test solutions, express themselves for a variety of purposes, and broaden perspectives to collaborate with others locally and globally.