Edmonds SCHOOL DISTRICT

School Improvement Plan

School Name: Brier Terrace Middle School

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: We strive to ensure ALL students are engaged and thinking critically at high levels and to push learning to standards and beyond so that we open doors for student's future. We work to inspire empathy in students so that they care for others and themselves.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	677	NA	**Two or More Races**	84	12.4%
American Indian/Alaskan Native	2	.03%	**English Language Learners**	46	6.7%
Asian	109	16.1%	**Homeless/ McKinney-Vento**	11	1.6%
Black/African American	43	6.4%	**Low Income**	221	32.6%
Hispanic/Latino	106	15.7%	**Section 504**	48	7.1%

Native Hawaiian/Other Pacific Islander	6	.9%	**Students with Disabilities**	96	14.2%
White	340	69.7%	**Student Mobility**	15	2.2%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan: We have family members on our Equity Team and we have regular Spanish Speaking Families meetings. We attend and illicit feedback from both our PTSA and Challenge Parents Association meetings. We have used the district family survey to guide our work with focus groups. We will continue to work with the district and our BTM community to guide our practice in our service to our students and our families.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

| **Whole School:**
 72% of 8ᵗʰ graders and 75% of 7ᵗʰ graders will meet standard hool 18-19:
Compared to 66% of 8ᵗʰ graders and 68% of 7ᵗʰ graders meeting standard on the ELA portion of the SBA in 2019 , on the ELA portion of the SBA in 2019. | **Narrative Reflection:** We were not able to measure due to Covid-19. We have not looked at other data, and frankly other data we would look at would not be highly informative due to the major disruption of learning. Because we are moving toward standardized district assessments of learning, we will have better data to assess our instruction in the future.

A major area of focus for us that we are hoping will positively influence student learning including our goal areas is our Social and Emotional work including Restorative Practice and especially the component of building positive relationships with students. We feel like this is an underlying need for ALL students so that student will feel connected and safe at school, including feeling safe to make mistakes and persevere and try again.

Again, we were planning on administering a student survey that had been administered in the 18-19 school year, last year, to measure growth. We were also planning to use the Panorama |

	survey that would allow us to measure our growth from the previous year around how "safe" students are feeling at school. This year we are using Panorama as an SEL measuring tool as well as iReady in Math, and iReady in Reading for IEP students and students we have identified as needing intervention in Reading. We hope to use this next year on order to measure learning progress over time and inform our instruction in class as well as our systems for intervention.
Opportunity Gap Goal: **ELA portion of SBA - Reduce the percentage of students not meeting standard by at least 10%.**	See above.

How has the progress described above informed your school's improvement planning for this school year?

Our work from last year that was focused on Restorative Practices and building positive relationships piqued the interest of the staff to dig more deeply into building positive relationships in the Middle School setting. Our Instructional Council elected to continue this work and we were planning to work through PLCs within the school, as well as by reaching out to and observing other schools focused on Restorative Practices, to find new and better ways to build positive relationships.

Now with COVID and Continuous Learning 2.0, we are seeing the need more than ever to build relationships with and between students. We see this in the Panorama Screening Data and we see it every day in the lack of interaction in our Synchronous Learning

sessions. We are dedicating time for Professional Development to work in teams to share ideas about HOW to make progress in these areas. We will discuss strategies and techniques that we are trying and/or using in "classrooms" in order to share ideas to find and implement what "works"

We were planning to create indicators of success for non-CL2 environments, but we are shifting to CL2 successes. We are currently gathering data for Engagement measured by teacher perception of students turning in work at an acceptable level. All of our staff are engaged in gathering data and participating in interventions including calls home for raise the level of concern for students and families, and ensuring students and families have the resources they need. We are also visiting homes when phone calls and emails are not working to contact families.

Section III: Needs Assessment

As mentioned above, we have looked at Panorama Screener Data and Student Engagement data and determined that, because students have not made connections with teachers or the school, there are many students who are not participating in learning tasks.

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. We have a staff who is eager for students to be successful in the CL2 environment as evidenced by the teacher created engagement spreadsheet and the push from the Instructional Council to spend time working together to find effective practices for engaging with and building positive connections with students.
2. We have teachers who are willing to create opportunities for connections outside of the school day through clubs.

Areas of Needed Growth
1. We have a large number of students who are not turning in the work that shows progress toward learning targets or provides the necessary practice to meet learning standards.
2. Our students are feeling disconnected from each other and staff and we need increase the percentage of students who feel positive connections to students and staff and we will be able to measure this with the Panorama (SEL) surveys throughout the year.

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?

> I have described this above, but to summarize, we will focus on building positive relationships with students and increase the number of students who are engaging in tasks that lead to learning. The evidence from Panorama and our own assessments of completion rates are clear that these are areas where we need to see growth for our students.   We will do this by collaborating with each other which will lead to either, implementing practices colleagues have identified as effective, or continue our learning and research to find new ways of engaging students. We will continue to collect and analyze data. CL2 has created obvious challenges in these areas since students and staff are not with each other, seeing each other, and just contacting each other in the way humans who are trying to build trusting relationships should.

C. Additional Data Required

State Participation Rate: 95% participation required

❏ **Area of Strength (95% or more participation)**	❏ **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: Our whole goal this year is to increase participation in CL2 whether defined by "attending" or participating in learning tasks and connecting with the school community.	

Section IV: Theory of Action

Theory of Action:

If our building leadership teaches, models, and focuses our work together on effective practices for building positive relationships with students and families in the CL2 environment, and if the leadership focuses the work of the staff and on creating indicators of success for this, teachers will learn and know effective methods for building connections and implement them in their classes with their students and we will see a strong increase in the percentage of students participating in learning tasks and they will report having a positive connection with the school community when surveyed, and most importantly, they will show academic growth.

Rationale:

We do not have experience with situations like CL2, so we are doing what makes the most sense to us. We will share with each other and look at what educators are doing in our school and outside of our school that is effective in building connections and increasing learning activities.

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

Whole School 19-20:

Compared to 66% of students meeting standard on the ELA portion of the SBA in 2019 , 74% of students will meet standard on the ELA portion of the SBA in 2020 based on Homeroom Data.

Opportunity Gap Goal:

ELA portion of SBA – Increase the median student growth percentile of Identified Hispanic students from 39 to 50.

Connections to Blueprint 2025 Metrics:

Our goal is to increase achievement in ELA .

Social and Emotional Learning:

Our whole focus and basis for our Theory of Action is centered on the idea that when students' Social and Emotional needs are met, they will be able to engage, take chances, and persevere which will increase levels of learning and will be

reflected in all academic measures. Therefore, we will use academic measures as indicators of success. Again, our hope is that by monitoring student engagement in learning tasks and intervening with persistent communication and positive communication like calling home and visiting homes, we will increase the number of students engaging in learning tasks. Also, by learning from each other and applying our learning from last year around Restorative Practices, and by doing research outside of our building, we will learn and implement effective strategies and techniques to build positive relationships with and between our students. We will measure this by using the Panorama Screener.

Section VI: Action Plan

Plan for 2020-21:

We will collaborate around effective strategies and techniques for building positive relationships using our learning from last year and new learning from this year specific to building connections in CL2.

Key Improvement Action	Description	Timeline
Increase Instructional staff capacity to create a positive learning environment for ALL of our students, including our Opportunity Gap students.	Specifically for CL2, we plan to Read, Study, and Implement the ideas from, <u>Better than Carrots or Sticks</u>, by Smith, Fisher, and Frey as well. We will share our own effective practices for building positive relationships in CL2. We will search for other ideas from other places that are finding ways to build positive relationships outside of our school. Doing this will not only build a better learning environment for students, it will increase cohesiveness and trust among staff and between staff and the Administration. We will gather data to	Ongoing through 2020-2021

	determine if what we are doing is effective and take future steps in response to the data. After we establish this Cycle of Inquiry, we will be able to move toward other ideas and learning that will positively influence learning for our students, especially our Opportunity Gap students.	

Plan for Years 2 & 3:

2021-2022:
- Continue to use Cycle of Inquiry to determine whether or not our work is effective. We will keep and analyze qualitative and quantitative data with this work. The idea is that we will build trust and transfer this cycle to other types of practice including other Instructional Practice focused on our Opportunity Gap Students.

2022-2023:
- We will continue the work above and possibly move toward more instruction practice with common instructional commitments that we can make to our learning community, such as Glad/SIOP strategies and techniques, and/or focusing on creating authentic instruction that allows exchange of ideas that moves student thinking toward standards and that creates higher level critical thinking.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Math

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.

Use "iReady" in Math to identify needs for intervention.

Interim SBA Assessments.

We will measure this summatively by:

Panorama Survey

A/E BTM Survey

Action steps we will take to meet our goal:

Identify something we know about each student in our class outside of school.

Identify the academic needs of students.

Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:

IABs

iReady

We constantly use technology for students daily using Google Classrooms and/or Canvas

Grade Level/Department/Team: Humanities

Goal: All students will feel emotionally safe, engaged, and ready to learn in our classrooms.

We will measure this formatively by:

- Tracking tardies and failing grades
- Student survey

We will measure this summatively by:

- Reduction in tardies and failing grades
- Reduction in administrative behavioral intervention
- Student survey

Action steps we will take to meet our goal:

(Specific actions toward improving instructional practice must be part of the action plan.)

- Employing restorative practices within the classroom
- Structured opportunities for student-teacher/student-student relationship building
- Responding to specific needs indicated by students in the survey
- Student reflection
- Read *Carrots and Sticks*

Technology — this is how we will use technology to support meeting our goal:

- Google form for student survey

Physical Education and Health Grades 7/8

Goal:
SG 8.1 Team Student Growth Goal:
The PE Department will create a positive learning environment so that students feel safe to learn and take risks. We will create positive relationships by knowing about our students' lives outside of school. This is an indicator of our efforts create a positive relationship with all of our students.

We will measure this formatively by:
Teacher lists of students and what we know about them outside of school, Teacher observation, peer feedback, student performance analysis, goal setting, data entry.

We will measure this summatively by:
Comparing student goals with performance over a period of time and analyzing growth data.

Action steps we will take to meet our goal:
We will know at least one out of school detail about each student on our roster and track that on our attendance sheets.

Additionally we will see better success around our academic goal which is that cardiorespiratory endurance will be our focus using Fitness Assessments such as the 3-2-1 Jump Rope Challenge, PACER and 15 Minute Run/Walk. Students will complete pre-assessments, set goals and complete multiple measures to reach their goal and show growth. The PE department will focus on creating a positive learning environment, by using peer observation/feedback and promoting goal setting. Through team meetings, collaboration, and analysis of student performance we will plan to promote student growth and achievement. The teaching team will meet at least one time per month to discuss progress, modifications to lessons, and methods to support students in this area.

Multiple measures, pre and post assessments, student logs, student goals, including all cardiorespiratory endurance assessments such as the 3-2-1 jump rope challenge, PACER, 15 minute run/walk, etc.
(Specific actions toward improving instructional practice must be part of the action plan.)

Technology — this is how we will use technology to support meeting our goal:
Student use of Chromebook, Canvas and Welnet Focused Fitness software to submit feedback, goals, and chart progress.

Special Ed Department Goal

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.
Use "iReady" and "Stars" in Math to identify needs for intervention.
Interim SBA Assessments.

We will measure this summatively by:
SBA Data from Homeroom
Passing Grades

Action steps we will take to meet our goal:
Identify something we know about each student in our class outside of school.
Identify the academic needs of students.
Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:
IABs
iReady
We constantly use technology for students daily using Google Classrooms and/or Canvas

Electives Department

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.

We will measure this summatively by:
Pandora Survey
BTM Attendance/Engagement Spreadsheet

Action steps we will take to meet our goal:
Identify something we know about each student in our class outside of school.
Identify the academic needs of students.
Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:
We use Technology including Kitchen appliances, Canvas, Google Classrooms, Videos from the Internet, Rocketry, 3D printers, etc.

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.
Use "iReady" in Math to identify needs for intervention.
Interim SBA Assessments.

We will measure this summatively by:
Panorama Survey
BTM A/E spreadsheet data

Action steps we will take to meet our goal:
Identify something we know about each student in our class outside of school.
Identify the academic needs of students.
Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:
IABs
iReady
We constantly use technology for students daily using Google Classrooms and/or Canvas

Science Department

Goal: Create a positive learning environment for ALL students so that our students feel safe to make mistakes and learn from each other and from the teacher.

We will measure this formatively by:
Identifying sub groups in Student Growth Goals.

We will measure this summatively by:
Science Assessment Data from Homeroom
Passing Grades

Action steps we will take to meet our goal:
Identify something we know about each student in our class outside of school.
Identify the academic needs of students.
Use positive relationships to understand students

Technology — this is how we will use technology to support meeting our goal:
We constantly use technology for students daily using Google Classrooms and/or Canvas