

## Student Learning Context Profile

### Describe your student and classroom characteristics

Grade/ Subject/ Age	Total # of students	Male	Female	Language	Students with an IEP	Students with 504 plan	Students with ELL support
6 <sup>th</sup> Grade History 11-12 yrs old	26	19	7	Filipino Spanish Korean English	1(a)	0	2(b, c)
6 <sup>th</sup> Grade Reading 11-12 yrs old	25	18	7	Filipino Spanish Korean English	0	0	2(b, c)
6 <sup>th</sup> Grade Language Arts 11-12 yrs old	25	18	7	Filipino Spanish English	0	0	1(c)
6 <sup>th</sup> Grade Language Arts 11-12 yrs old	23	13	10	Spanish English	1 (d)	1 (e)	0
6 <sup>th</sup> Grade Reading 11-12 yrs	25	15	10	Spanish English	3(d,f,g)	1 (e)	0
6 <sup>th</sup> Grade History 11-12 yrs	25	15	10	Spanish English	3(d,f,g)	1 (e)	0

\*Student (a) with IEP receives services in reading (level 3.0), and written language (4<sup>th</sup> gr. level).

\*Student (b) came from South Korea this last summer. He is a limited English language speaker and is receiving pull-out ELL support for Reading and Language Arts.

\*Student (c) has been born and raised in the United States but was receiving services in ELL in his previous school district. He is currently recommended to SIT team evaluation.

\*Student (d) with IEP is receiving SLP service for written language and speech. He had a scribe on the 5<sup>th</sup> grade WASL.

\*Student (e) has a 504 plan.

\*Student (f) with IEP receives services in written language (4<sup>th</sup> grade level), math and speech and language. This student also receives occupational therapy once a week.

\*Student (g) with IEP receives services in reading (level 3.0), written language (4<sup>th</sup> grade level), math and speech. This student also has a hearing impairment.

\*Approximately 8 students have free and reduced lunch.

I have about the same distribution of abilities between the two block classes but the afternoon class has more students at the above average ability. This block is slightly further ahead than the other class. These students are also more self-directed and enjoy class discussions and debates. The morning block class has a larger male to female ratio and excels at doing technology based assignments and has become a very cohesive unit. This year I have had very few behavioral issues.

**Describe the classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching and how that setup is connected to the needs of your students.**

At the beginning of the school year students create their own classroom expectations with my guidance. The expectations center around respect for each other and ourselves and being a self-directed learner. My goal is to create a safe learning environment where students feel comfortable to participate, take risks and feel respected. I spend a great deal of time at the beginning of the year with group and team building activities to create a positive environment.

The physical arrangement differs each month depending on what kind of activities we are focusing on that month. Students come in on the first of the month with the knowledge that how they are seated and who they are seated with will be a clue as to the activities they will participate in. It might be pairs, groups, rows or horseshoe shaped with students in the center. As I have students of various abilities I lean toward groups of 3-4 students with abilities equally distributed. In the morning Block, student (a) is always placed close to the front with careful consideration of surrounding students. Both ELL students are placed in different groups. In the afternoon Block, student (g) with hearing impairment is always placed close to the front and on the right. Student (e) is also always placed close to the front as per 504 plan and again careful consideration as to the surrounding students.

Students are with me for a total of 3 periods and need a variety of instructional strategies. My instructional strategies vary depending on the objectives. Within each block each day students can expect teacher modeling or guided instruction, group/partner practice and independent practice. Students can expect technology integrated through projects within the History curriculum. I modify assignments for ELL students, IEP students and sometimes the student on the 504 plan. I have high expectations from each student and find that they strive to meet those expectations.

**Describe the relevant characteristics of your school and district.**

\_\_\_\_\_ has a total of 45 teachers and two administrators. The average years of teaching experience is 10.8 with 66.7% of teachers having at least a Masters degree. On average there are 21.9 students per teacher.

\_\_\_\_\_ has a cohesive professional staff and administration. The staff has developed common goals (maps) and language to ensure student success.

\_\_\_\_\_ had 78.3%, 53.8%, and 81.8% of students meeting standard on the 7<sup>th</sup> grade Reading, Math and Writing WASL respectively (OSPI School Report Card). Over the last few years the staff has implemented a school wide discipline program which has decreased the behavior problems and increased the positive climate of the school. The staff spend less time on discipline and more time on positive reinforcement and teaching.

Everett Public Schools is also committed to the success of its students. With a population of over 18,000 students it serves a large socioeconomic population. Schools are actively working to increase the numbers of students meeting standard on the WASL and meeting the varying intellectual, social, physical and emotional needs of the students. The district offers many different programs such as Highly Capable, Early Childhood Education and Assistance Programs, and Alternative Education Programs.

	<b>School Demographics</b> _____	<b>District Demographics</b> <b>Everett Public Schools</b>
<b>October 2005 Student Count</b>	987	18,786
<b>Male</b>	50.3%	51.7%
<b>Female</b>	49.7%	48.3%
<b>American Indian/ Alaskan Native</b>	1.1%	1.5%
<b>Asian</b>	15.3%	11.4%
<b>Black</b>	3.4%	4.3%
<b>Hispanic</b>	5.1%	8.7%
<b>White</b>	73.0%	71.5%
<b>Free or reduced lunch</b>	18.5%	31.4%
<b>Special Education</b>	8.4%	12.8%

**Source: OSPI –School Report Card**

**Describe the relevant characteristics of your community.**

Everett School District has five middle schools. \_\_\_\_\_ Middle School is located in the southeast corner of the district. It is surrounded by suburban homes and acreages. \_\_\_\_\_ Middle School draws mostly from a middle class economic background. It has an area of lower income housing and some of the newer developments are drawing higher income families. \_\_\_\_\_ has a diverse cultural population. It has a history of good parent involvement and support. \_\_\_\_\_ currently draws from \_\_\_\_\_ The boundary review that is occurring this year will have an impact on \_\_\_\_\_ as the school currently has a growing population of \_\_\_\_\_ students.