

**SECONDARY LEVEL  
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

CONTENT AREAS: LITERACY, MATH, AND SCIENCE

School: Houck Middle School Year: 2009-10

<b>Planning Team</b>	
<b>Individuals</b>	<b>Title</b>
Holly Terpening	8 <sup>th</sup> Grade Language Arts/Explorers House Team Leader
Debi Francis	8 <sup>th</sup> Grade Math/Adventurers House Team Leader
Colleen Jones	7 <sup>th</sup> Grade Language Arts/Synergy Team Leader
Dale Pedersen	7 <sup>th</sup> Grade Math
Cindy Crosby	6 <sup>th</sup> Grade Math/ESL
Renee Morrison	6 <sup>th</sup> Grade Language Arts/ESL Teacher Leader
Tracy Keuler	LRC Teacher/Rogue House
Nicole Lynde	PE Teacher/Encore Team Representative
Nick Clawson	7 <sup>th</sup> Grade Social Studies Teacher
Adam Robinson	Choir Teacher
Adam Banducci	Behavioral Specialist
Rita Horsley	Orchestra Teacher
Don Grossarth	7 <sup>th</sup> Grade Math Teacher
Dan Rideout	8 <sup>th</sup> Grade Social Studies Teacher
Sue Rieke-Smith	Principal
Leeana Fletchall	Assistant Principal
Melissa Cole	Director of Secondary Education for Middle Schools
Pat Ramirez	Coordinator for ELL/Title I Secondary Programs
Jay Weeks	Site Council Chair
Chris Rhines	Oregon School Improvement Facilitator

## 2009-10 SIP (School Improvement Plan)

### 1. Vision Statement

Houck will establish tiered interventions that support all content areas academically, to enable 100% of students to show academic growth and close the achievement gap between student subgroups.

### 2. Theory of Action

**If...** Houck implements tiered and differentiated academic interventions during the school day and removes as many obstacles to learning as possible,

**Then....** Student learning will increase for each and every student in the areas of reading, math, and science.

### 3. Data Review

- What did you see in your review?

#### **English Language Arts**

- Houck All Students category met the Adequate Yearly Progress target in English Language Arts as measured by the Oregon Assessment of Knowledge and Skills in 2008-09. Economically Disadvantaged, Hispanic, English Language Learners met Safe Harbor. Students with Disabilities missed the Safe Harbor target by 1%.
- This is attributed to use of common formative assessments and development of a data culture by integrated teams, grade level and vertical curriculum level PLCs.
- Teachers identified the need to develop targeted formative assessments in reading to be able to address core standards that students have not yet mastered.

#### **Math**

- All Students category met Average Yearly Progress for math in 2008-09 as measured by Oregon Assessment of Knowledge and Skills. Students with Disabilities, Hispanic, Economically Disadvantaged and English Language Learners all met Safe Harbor for Math 2008-09.
- This is attributed to use of common formative assessments and development of a data culture by integrated teams, grade level and vertical curriculum level PLCs.
- Teachers identified the need to develop targeted formative assessments in math to be able to address core standards that students have not yet mastered.
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#### **Science**

- 8<sup>th</sup> Grade students meeting standard increased from 49% to 62% or a growth of 13%. This is attributed to curriculum alignment, district wide professional development, and use of common formative assessments by Houck Science teachers.
- Teachers identified the need for continued development of targeted formative assessments in science to be able to address core standards that students have not yet mastered.

- What is your need based on the achievement of your students in relation to standards and achievement?
  - Smaller groupings of students in targeted instruction

- Provide differentiated and targeted academic interventions for students during the regular school day as well as after school
- Tiered support program that is assigned based on formative and summative student achievement data relative to subject core standards.
- What measures were used to include teachers in the decisions regarding the review of the data?
  - OAKS and EduSoft data analysis by subject and student subgroups at PLC, Site Council, and Leadership meetings
  - Student grade data discussed and analyzed in PLC meetings.
  - SES data shared at staff meetings, inservices, PLC, Site Council and Leadership meetings

#### **4. Identify Problem Statement:**

Houck needs to provide academic support for all students who are not yet meeting core standards in math, reading and science.

#### **5. Goal:**

**Houck staff will implement interventions that are tiered and embedded within the school day as well as continue established interventions to improve student achievement on state assessments to 90% meeting standards in math, reading, and science.**

#### **Reading SMART Goal for 2009-10:**

##### **Overall Goal #1:**

By spring 2010, Houck will improve the reading performance of **all students** from 60.25% meeting or exceeding state standards to 70% percent, as measured by OAKS.

#### **Additionally, Houck will close the gap for subgroups of students who did not achieve AYP targets in Reading in 2008-09:**

By spring 2010, Houck will improve the reading performance of **economically disadvantaged** students from 53.91% to 60%, or will meet the safe harbor target of 58.51% as measured by OAKS.

By spring 2010, Houck will improve the reading performance of **Limited English Proficient** students from 39.70% to 60%, or will meet the safe harbor target of 46.03% as measured by OAKS.

By spring 2010, Houck will improve the reading performance of **Students with Disabilities** from 30.19% to 60%, or will meet the safe harbor target of 37.17% as measured by OAKS.

By spring 2010, Houck will improve the reading performance of **Hispanic** students from 50.24% to 60%, or will meet the safe harbor target of 55.22% as measured by OAKS.

#### **Math SMART Goal for 2009-10:**

##### **Overall Goal #2:**

By spring 2010, Houck will improve the math performance of **all students** from 66.36% meeting or exceeded state standards to 70% percent, as measured by OAKS.

**Additionally, Houck will close the gap for subgroups of students who did not achieve AYP targets in math in 2008-09:**

By spring 2010, Houck will improve the math performance of **Limited English Proficient** students from 51.04% to 59%, or will meet the safe harbor target of 55.94% as measured by OAKS.

By spring 2010, Houck will improve the math performance of **Students with Disabilities** from 31.68% to 59%, or will meet the safe harbor target of 38.51% as measured by OAKS.

**6. Describe the strategies based on research that relate and strengthen the action.**

- Implement Common Literacy Model, Sheltered Instruction Observation Protocol, differentiation and the nine effective classroom strategies outlined by Marzano.
- Implement math and reading intervention classes at each grade level
- Revised master schedule to increase student access to interventions as well as elective courses.
- Implement a three tiered pyramid of interventions
- Create solid core of academic support available to all students. Intent is to meet the needs of most students, reducing the number who will require the more targeted interventions in the second and third tier of pyramid.
- PLC's develop and use common assessments
- Implement Balanced Assessment for Instruction framework: formative, interim and summative student assessments.

**7. Describe the sustaining strategies based on research that relate and strengthen the action.**

- Continue to develop as well as revise common formative assessments
- After school Homework club
- After school reading, math, and science workshops
- Study Skills classes
- Tutors and Mentors
- LRC Learning Lab
- AVID

**8. Describe the supports/interventions for all students below benchmark standards**

- Before and after school reading, math, and science workshops
- Reading and Math Intervention Courses
- READ 180
- LRC Learning Skills Classes for reading and math
- ELD

**9. Strategies to increase parent involvement and public engagement**

- Meetings with key communicators
- Monthly Family Dinners
- In-touch Online
- Back-to-School Nights
- Fall and Spring Conferences
- Monthly Newsletters/ News Fliers
- Houck Website
- AVID Parent Night
- National Junior Honors Society Parent Night

**10. Assessment Calendar**

Sept

Oct

Nov

Dec

Jan

Feb

March

April

May

June

2/2/2010

	Math/Reading/Science Pre Assessments Writing Work Sample	Core Subject CFA Math Work Sample Speaking Work Sample	Science Work Sample	Core Subject CFA Writing Work Sample	Math Work Sample 8th Grade Science Final	Core Subject CFA	Core Subject CFA	Core Subject CFA Speaking Work Sample	Writing Work Sample	Math Work Sample
School Based										
District			District Interim Assessment			District Interim Assessment	District Interim Assessment			
State					OAKS I 7th Grade Writing			OAKS II	OAKS III	
State						ELPA	ELPA	ELPA	ELPA	

## Houck Middle School Title 1 Plan

**If...**

- We develop and support a school-wide progress monitoring system

- We develop and support a school-wide system for data analysis and intentional interventions
- We develop and support math instructional coaching practices
- We develop instructional staff skills in the areas of SIOP, and differentiated learning
- We increase parent and family involvement through family nights and parent classes

### **Then...**

- Student learning will increase for each and every student in the areas reading, mathematics and science.

### **Professional Development:**

- **Math Instructional Coach:** Support content and classroom teachers with the implementation of effective instructional strategies and improved instructional materials to insure quality, fidelity and consistency of instruction in order to improve student achievement.
- **Literacy/SIOP Training:** Provide instructional staff quality professional development focusing on the comprehensive K-12 Literacy Model, including SIOP strategies to support English Language Learners.
- **Data Analysis & Intervention Planning:** Provide staff development on effective strategies to analyze data, including the intervention planning for students not yet meeting standards. (Initial training, followed by analysis and intervention planning 3 times per year by reading, mathematics and science teachers)

### **Parent Involvement:**

**Community School Outreach Coordinator:** To assist in the creation of community involvement by assessing school, parent and other community needs and coordinating parent involvement, family support activities and community outreach programs at assigned schools in response to those needs. To assist in the coordination of the planning, implementation, monitoring, communicating and evaluation of activities and services for parents and other community members at school facilities and in the community.

**Parenting Classes:** Provide parents the opportunity to connect with the school by offering ESOL for parents, parenting classes and workshops on how to engage in supporting academic achievement.

**Family Nights:** Encourage families to engage with the school in activities focusing on core academic activities.

### **Instructional Support:**

- **Math Intervention Teacher & Literacy Intervention Teacher:** Support school-wide progress monitoring of students not yet meeting standards and provide additional time and support in the intentional targeting of students not achieving.
- **Literacy Material:** To support literacy across core content areas.
- **Formative Assessment Tools:** This will provide teachers with the ability to do pre-tests, and on-going formative assessments, which will guide instruction.

## **11. Budget**

<b>Category</b>	<b>Description</b>	<b>General funds</b>	<b>Title 1</b>	<b>Title 1 - SI</b>	<b>SI - G</b>
Instruction/ Staffing: Regular Program	Math Intervention Teacher Literacy Intervention Teacher IA		\$51,350	\$79,299	\$79,299
Instruction/ Staffing: Extended Learning	Data Analysis & Intervention Planning Summer Literacy/SIOP Training(4 days:6 hours per day for 50 staff members)		\$24,806	\$25,842	\$25,842
Professional Development	Math Coach  Book Study Materials		\$79,299	\$4,000	
Parent Involvement	CSOC Family Dinner Nights		\$51,350 \$2,000	\$2,000	\$2,000
Resources	Formative Assessment Tools, Literacy sets, non-fiction classroom resources, resources for intervention classrooms		\$41,745	\$11,794	\$17,945

## **12. Professional Development Calendar 2009-2010**

## Houck Professional Development Calendar 2009-10

<p><b>July 2009</b></p>	<p><b>January 2010.</b></p> <ul style="list-style-type: none"> <li>• 4 Grade level curriculum meeting</li> <li>• 11 Staff PD meeting</li> <li>• 18 Holiday</li> <li>• 25 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>
<p><b>August 2009</b></p> <ul style="list-style-type: none"> <li>• 3-7 AVID Summer Institute San Diego</li> <li>• 24-28 Restructure Summit: Common Literacy Model, SIOP, Differentiation, Assessment for Instruction Training for teachers and classroom IAs</li> </ul>	<p><b>February 2010</b></p> <ul style="list-style-type: none"> <li>• 8 Staff PD meeting</li> <li>• 15 Holiday</li> <li>• 22 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin meeting</li> </ul>
<p><b>September 2009</b></p> <ul style="list-style-type: none"> <li>• 1-3 Team level common planning</li> <li>• 14: Staff PD meeting</li> <li>• 21: Grade level curriculum mtgs.</li> <li>• 28: Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>	<p><b>March 2010</b></p> <ul style="list-style-type: none"> <li>• 1 Grade level curriculum mtg.</li> <li>• 8 Staff PD meeting</li> <li>• 15 Grade level curriculum mtg.</li> <li>• 29 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>
<p><b>October 2009</b></p> <ul style="list-style-type: none"> <li>• 5 Grade level curriculum meeting</li> <li>• 12 Staff PD meeting</li> <li>• 16 ½ day continued PD: Marzano's Effective Instructional Strategies</li> <li>• 19 Grade level curriculum meeting</li> <li>• 26 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin meeting</li> </ul>	<p><b>April 2010</b></p> <ul style="list-style-type: none"> <li>• 5 Grade level curriculum mtg.</li> <li>• 12 Staff PD meeting</li> <li>• 19 Grade level curriculum mtg.</li> <li>• 26 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>
<p><b>November 2009</b></p> <ul style="list-style-type: none"> <li>• 2 Grade level curriculum mtg.</li> <li>• 9 Staff PD meeting</li> <li>• 16 Grade level curriculum mtg.</li> <li>• 23 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>	<p><b>May 2010</b></p> <ul style="list-style-type: none"> <li>• 3 Grade level curriculum mtg.</li> <li>• 10 Staff PD meeting</li> <li>• 17 Grade level curriculum mtg.</li> <li>• 24 Vertical curriculum meeting</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>
<p><b>December 2009</b></p> <ul style="list-style-type: none"> <li>• 7 Grade level curriculum mtg.</li> <li>• 14 Staff PD mtg.</li> <li>• Every Tuesday: PLC/Data Team mtg.</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>	<p><b>June 2010</b></p> <ul style="list-style-type: none"> <li>• 7 Staff PD meeting</li> <li>• 14 Grade level curriculum mtg.</li> <li>• Every Tuesday: PLC/Data Team meeting</li> <li>• Every Wednesday: Admin/Coaches mtg.</li> <li>• Every Friday: Team Leadership/Admin mtg.</li> </ul>