

Houck Middle School Restructure Action Plan 2009-11

Overall School Improvement SMART Goal #1 READING

By spring 2010, Houck will improve the reading performance of **all students** from 60.25% 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 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.

Overall School Improvement SMART Goal #2: Math

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.

Houck 2009-11 Action Plan: Instructional/Classroom Strategies

STRATEGY <i>What evidence-based strategy will be implemented? How do you know the strategy will help achieve the goal? Is the strategy new, continuing or sustaining?</i>	EVIDENCE OF IMPLEMENTATION <i>What evidence and processes will be used to ensure that the strategy(ies) and staff development planned are being implemented in the classroom?</i>	EVIDENCE OF IMPACT <i>What data will be collected through your assessment system that measures desired changes in student learning? (universal screening, progress monitoring and outcome measures)</i>	TIMELINE <i>What are the projected start and end date(s)?</i>	PERSON RESPONSIBLE <i>Who will provide oversight for implementation, monitoring, and evaluation of the strategy?</i>	EVALUATION <i>What will the Evidence of Impact data tell you about your school? How will you measure whether the results are moving the school towards the goal?</i>
Use a Tiered Intervention Model (New)	PLCs meet at least twice a month to disaggregate both OAKS and Edusoft data to assess student proficiency. PLCs determine appropriate tier of interventions. Data Team meeting minutes.	OAKS data Edusoft Reports Common Assessment (CFA) Data	Ongoing; CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010	Team Leaders Administration Weekly administration meetings with Team Leaders PLC members	Student achievement toward the standards will improve for all students and for individual subgroups
Use district Math and Language Arts Core Standards to guide instruction (Sustaining)	Administration walk-through observations with form specific to standards. Instructional coach observations	OAKS data Edusoft Reports Common Assessment (CFA) Data	Ongoing CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010	Team Leaders Administration Instructional Coaches	Student achievement toward the standards will improve for all students and for individual subgroups
Use Differentiation strategies in every classroom (Tier 1; Sustaining)	Administration walk-through observations with form specific to differentiation. Instructional coach observations	OAKS data Edusoft Reports Common Assessment (CFA) Data	Ongoing CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010	Team Leaders Administration Instructional Coaches	Student achievement towards the standards for students identified as English Language Learners, SPED, Hispanic and Econ. Disadvantaged

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<p>Use SIOP strategies in every classroom (Tier 1; Continuing with Modifications)</p>	<p>Administration walk-through observations with form specific to SIOP. Instructional coach observations</p>	<p>Edusoft Reports CFA Data OAKS Data ELA and ELL coach reports</p>	<p>Ongoing CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010 OAKS 3 times yearly</p>	<p>Team Leaders Administration Instructional Coaches</p>	<p>Student achievement towards the standards for students identified as English Language Learners, SPED, Hispanic and Econ. Disadvantaged</p>
<p>Use the district's Common Literacy Model (Tier 1; Continuing with Modifications)</p>	<p>Administration walk-through observations with form specific to the K-12 Literacy Model. Instructional coach observations</p>	<p>Edusoft Reports CFA Data OAKS Data Literacy Coach Reports</p>	<p>Ongoing CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010 OAKS 3 times yearly</p>	<p>Team Leaders Administration Instructional Coaches</p>	<p>Student Achievement toward standards</p>
<p>Use Marzano's Instructional Strategies in every classroom (Tier 1)</p>	<p>Administration walk-through with form specific to Marzano's strategies. Instructional coach observations.</p>	<p>Edusoft Reports CFA Data OAKS Data Literacy Coach Reports</p>	<p>Ongoing CFAs given twice each semester Edusoft District assessments Fall 2009 and spring 2010 OAKS 3 times yearly</p>	<p>Team Leaders Administration Instructional Coaches</p>	<p>Student Achievement toward standards</p>
<p>Administer Common Formative Assessments (CFAs) given to monitor progress of student achievement toward core standards (Tier 1; Continuing with Modifications)</p>	<p>PLC meeting minutes indicate assessments given according to curriculum map timeline and results discussed with other teachers of the same classes.</p>	<p>Edusoft Reports CFA Data OAKS Data Literacy, Math and ELA Coach Reports</p>	<p>Ongoing; Weekly administration meetings with Team Leaders; Weekly PLC meetings CFAs given twice each semester OAKS 3 times yearly</p>	<p>Team Leaders Administration Instructional Coaches</p>	<p>Student Achievement toward standards</p>

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<p>Provide Opportunity to Improve (OTI) Lunchtime Homework Recovery (Tier 2, New)</p>	<p>Master Schedule. Weekly reports of OTI student progress to core teams; email copies to teams and admin to review.</p>	<p>Number of students and number of completed assignments each week</p>	<p>Daily during 3 lunch periods; ongoing</p>	<p>Team Leaders Administration OTI instructors</p>	<p>Number of students who complete homework will increase; student achievement toward standards</p>
<p>Provide Targeted Language Arts and Math Intervention classes for students not yet meeting standards (Tier 2; Continuing with Modifications)</p>	<p>Master Schedule. Weekly reports of targeted intervention class progress to core teams; email copies to teams and admin to review.</p>	<p>CFAs, District interim assessments, OAKS</p>	<p>Ongoing; Every six weeks. Intervention teacher reports to PLCs.</p>	<p>Team Leaders Administration Reading and Math Intervention Teachers</p>	<p>Student Achievement toward standards will improve for students who receive Targeted Intervention classes</p>
<p>Provide AVID: Advancement Via Individual Determination (Tier 2; Continuing with Modifications)</p>	<p>Master Schedule identified AVID sections AVID program implementation forms from AVID coordinator to administration</p>	<p>CFAs, District interim assessments, OAKS. Discipline and attendance reports.</p>	<p>Ongoing; Quarterly AVID reports</p>	<p>Administration AVID Coordinator and teacher</p>	<p>Improved student achievement on CFAs, District interim assessments, OAKS. Improved discipline and attendance.</p>
<p>Provide ELD instruction: English Language Development (Tier 1; Sustaining)</p>	<p>Master Schedule identified ELD classrooms by ELD level</p>	<p>ELPA, CFAs, District interim assessment, OAKS. Number of students who transition from ELL.</p>	<p>Ongoing; Student language acquisition data reported by semester</p>	<p>Administration ELD Teacher ELL Instructional Coach</p>	<p>Increase in ELPA scores, CFAs, District interim assessment, OAKS. Increase number of students who transition from ELL program.</p>

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<p>Provide intensive small group instruction and tutoring with SES providers (Tier 3; Sustaining)</p>	<p>Lists of student enrollment in SES tutorial services</p>	<p>CFAs, District interim assessments, OAKS. Discipline and attendance reports.</p>	<p>Ongoing; tutors provide monthly reports</p>	<p>Administration SES providers</p>	<p>Improved student achievement on CFAs, District interim assessments, OAKS. Improved discipline and attendance.</p>
<p>Provide targeted school-wide professional development in Differentiating Instruction, SIOP, Common Literacy Model, CFAs, Student Voice</p> <p>(Continuing with Modifications).</p>	<p>PLC minutes, staff professional development evaluation forms</p>	<p>Staff report effectiveness of professional development throughout the year; evidence of improved student achievement</p>	<p>Ongoing; see professional development calendar</p>	<p>Administration Instructional Coaches Team Leaders Site Council</p>	<p>Positive teacher feedback regarding effectiveness of professional development</p>

Houck 2009-11 Action Plan: Support Strategies

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Implement a Tiered Behavior Intervention System: Continuing with Modifications					
Use Schoolwide common behavioral expectations	PLC notes indicate common behavior expectations;	Number of student referrals and citations compared to previous year.	Implementation ongoing	Administration and Team Leaders, Behavior Specialist	Decrease in student referrals and citations
Continue to use Progressive Discipline flow chart;	Progressive Discipline flow charts posted in classrooms				
Teach essential behavioral skills; <i>address this at 2/3/10 Site Council mtg</i>	Schedule for teaching essential behavior skills published and implemented.		Behavior expectations taught first week of school;		
Implement At-Risk/ Student Support Team (SST) Team for Aggressive/Severe behaviors (changed name to avoid confusion with special ed SST) <i>updated 1/27/10 by Site Council</i>	Identified At Risk Team has a published a schedule of meetings; Team formed, minutes/notes published by team; communicate with individual PLCs to identify students and follow-up	Referrals, citations, evidence of Tier 1 interventions already attempted i.e. parent contacts, reflection sheets, anecdotal data, citizenship grades, counselor input/log	Identify team by the end of Feb. 2010. Do query to form list of students Feb. 2010; start with 6 th grade students in 09-10 (not special ed students).	Assistant principal, one counselor, one special ed teacher, behavior specialist, applicable classroom teacher for each student. Lead: Behavior Specialist	Decrease in student referrals and citations; student climate surveys indicate improvement in student perception of safety. Perhaps create our own for more immediate feedback than the district survey. Create staff and community survey to check their perception of student behavior.

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Implement strategies to improve student motivation: Continuing with Modifications					
<p>Include motivating elements in daily lessons; (Continuing with Modifications)</p>	<p>PLC notes indicate implementation of motivational elements in lessons and high expectations.</p>		<p>Motivation and high expectation strategies ongoing</p>		
<p>Establish high expectations for students (Continuing with Modifications)</p>			<p>Motivation and high expectation strategies ongoing</p>		
<p>Provide extra support for non-motivated students (i.e. OTI); (New)</p>	<p>OTI records.</p>			<p>OTI staff</p>	
<p>Provide schedule that allows students to have variety of electives (Continuing)</p>	<p>Increased number of electives that support core instruction on Master Schedule.</p>				
<p>Institute a “Student Voice” program (New)</p>	<p>Lists of students participating in Student Voice program.</p>	<p>Number of student referrals and citations.</p> <p>Grades.</p> <p>Student surveys.</p> <p>Student Voice data.</p>	<p>Student Voice weekly lunches with principal;</p> <p>Student Voice program begin in 2010-11</p>	<p>Administration</p> <p>Team Leaders</p>	<p>Decrease in student referrals and citations.</p> <p>Decrease in F rate.</p> <p>Student survey demonstrates improved motivation and engagement</p>

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<p>Foster high staff expectations for student success;</p>	<p>PLC meeting notes.</p>	<p>Staff survey demonstrating improved staff expectations</p>	<p>Ongoing at weekly PLC meetings.</p>	<p>Administration Team Leaders Instructional Coaches Site Council</p>	<p>Staff demonstrate high expectations for students.</p>
<p>Revisit staff and PLC norms on a regular basis;</p>	<p>PLC notes indicate use of norms and Critical Friends protocols.</p>				<p>Fidelity to Team Norms.</p>
<p>Use Critical Friends and other process protocols to improve collaborative work, communication and trust</p>	<p>PLC notes indicate use of norms and Critical Friends protocols.</p>				

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Engage parents in providing academic support to students;					Improved participation, communication and engagement by parents
Continue all parent involvement activities from last year;					Improved participation, communication and engagement by parents
New: Staff Intervention Task Force to address communication with families;					Improved participation, communication and engagement by parents
Strengthening Families classes;					Improved participation, communication and engagement by parents
Provide Family Kit with information for parents;					Improved participation, communication and engagement by parents
Parents Make a Difference evenings (Continuing with Modifications)	Parent sign-in sheets, parent surveys, Records of parent activities and events	Parent surveys Numbers of parents who participate in activities	At all parent involvement activities and Site Council	Administration CSOC	Improved participation, communication and engagement by parents