

STEPHENS MIDDLE SCHOOL – 2009-2010

School Improvement Plan Synopsis



VISION: *We will focus on each student achieving high academic success.*

CHALLENGE: Students with disabilities (SWD) and LEP students (LEPS) continue to not meet or exceed academic standards.

GOALS: We will meet safe harbor in Reading and Math for our LEPS and SWD.

SCIENCE

New Behaviors

1. Language Objectives written, stated and reviewed.
2. Gradual Release of Responsibility as presented in the Comprehensive Literacy Model.
3. Common formative assessments to determine interventions, homework and lesson planning

Sustaining Strategies

1. Content Objectives written, stated and reviewed
2. Model and require use of Interactive Science Notebooks in accordance with the AVID expectations
3. Inquiry strategies that allow students to develop critical thinking skills
4. SIOP Strategies

LANGUAGE ARTS

New Behaviors

1. Language Objectives written, stated and reviewed.
2. Gradual Release of Responsibility as presented in the Comprehensive Literacy Model.
3. Use data to inform instruction (Edusoft, pre / post assessments, monitor progress)

Sustaining Strategies

1. Content Objectives written, stated and reviewed
2. Common Formative and Summative Assessments
3. Provide multiple practice using vocabulary words
4. SIOP Strategies

MATHEMATICS

New Behaviors

1. Language Objectives written, stated and reviewed.
2. Weekly literacy activities embedded in lessons
3. Analyze data and plan intervention for students as needed
4. Common note taking device (Math Toolkit) used for classroom & OAKS prep.

Sustaining Strategies

1. Content Objectives written, stated and reviewed
2. Common Formative and Summative Assessments
3. Correct math vocabulary and writing in complete sentences
4. Curriculum aligned to core standards
5. SIOP Strategies

SOCIAL STUDIES

Sustaining Strategies

1. Each team member will use research-based instructional strategies to help students acquire new vocabulary (i.e. front-loading)
2. Each team member will incorporate Cornell notes as a means of acquiring and summarizing informational text.
3. Each team member will use Gradual Release of Responsibility literacy model within daily instruction.

HEALTH & PE

Sustaining Strategies

1. Each team member will maintain a class roster that indicates those students that have not passed the state reading test.
2. Each team member will incorporate GRR and SIOP strategies in their cooperative team lesson planning.
3. Each team member will encourage healthy behaviors which enable high academic success.

ELECTIVES

Sustaining Strategies

1. Each elective curriculum areas will use high academic vocabulary within our learning objectives and daily classroom instruction.
2. Using the GRR Literacy model each elective content area will include different comprehensive literacy models (i.e. Think Pair Share; KWL; Monitoring & Clarifying)
3. Our entire team will continue to post content and language objectives, reviewing them at the beginning and closing of each class.

SMART GOALS

On the **Science OAKS test...**

- The percentage of students scoring at **proficiency** or higher will be at least **65.8%**

On the **Reading OAKS test...**

- The percentage of LEPS scoring at **proficiency** or higher will be at least **46%**
- The percentage of SWD scoring at **proficiency** or higher will be at least **42%**

On the **Math OAKS test...**

- The percentage of LEPS scoring at **proficiency** or higher will be at least **45.6%**
- The percentage of SWD scoring at **proficiency** or higher will be at least **41%**

AS A SCHOOLWIDE COMMUNITY - If ... Then ...

- If we continue to use standards based instruction with a focus on content objectives and extending the use of language objectives with all (subcategories) students, **then all students will achieve at high levels.**
- If we use Gradual Release of Responsibility, **then by the end of the class students will be able to work independently on classroom tasks.**
- If we use data from formative assessments to inform our instruction, **then we will be able to provide students with targeted instruction and interventions.**
- If we continue to use common assessments and utilize joint preps to analyze data and plan together, **then all of our students will meet grade level proficiency standards.**
- If we continue to require high academic vocabulary and the use of complete sentences, incorporate weekly literacy activities, and research based note taking strategies, **then students' literacy skills and learning will improve.**

