

WALDO MIDDLE SCHOOL

2010-2011 SCHOOL IMPROVEMENT PLAN

IMPROVE STUDENT ACHIEVEMENT

IF AT WALDO . . .

- Frequent formative assessment is used, including the Edusoft system to guide instruction . . .
- All students receive instruction at grade-level or higher standards with a full Response to Intervention Model Implemented . . .
- Teachers use the K-12 Literacy Model, Differentiated Instruction and Sheltered Instruction Observation Protocol when appropriate to teach literacy to all students . . .

LEADERSHIP DEVELOPMENT

IF AT WALDO . . .

- School-wide professional development is provided in SIOF strategies and Response to Intervention (RTI) instructional designs are fused into the current RTI model . . .

PUBLIC ENGAGEMENT

IF AT WALDO . . .

- Parents and community continue to be actively involved in Site Council and

Local School Advisory Council

EFFECTIVE ORGANIZATION

IF AT WALDO . . .

- Professional Learning Communities enhance Tier 1 instruction through curriculum alignment to core standards, common assessment, differentiation, gradual release and Sheltered Instruction Observation Protocols . . .
- Classroom instruction is monitored and supported through peer, coach and/or administrative observations and feedback

THEN...

The achievement gap will be closed and all students will have increased learning in reading, writing, math, and science.

**Waldo SMART Goal Action Plan
Team: All School Year: 2010-11**

District Goal: Continue to develop and implement differentiated instruction for students, including planned interventions and supports.

School Goal: In order to meet the needs of each student, Waldo MS will consistently implement **differentiated instructional practices and strategies** and **Tier One Interventions**.

Team SMART Goal	Strategies/Action Steps	Who is Responsible	Target Date/Timeline	Evidence
<p><u>Current Reality:</u> Last year 41% of our Limited English Proficient (LEP) students met the reading standard and 55% met state math standards. 51% of our special education students met the reading standard and 60% met the math standard. 62% of the total student population met or exceeded the state reading standard and 69% met or exceeded the state math standard.</p> <p><u>SMART Goal:</u> This year, at least 70% of our students will meet or exceed the state reading and math standards and/or show positive growth in RIT scores from 09-10 to 10-11.</p>	<p><u>Curriculum and Instruction:</u></p> <p>1) Research based instructional strategies will be intentionally implemented in all classrooms. These will be drawn from Marzano's work.</p> <p>2) Flexible grouping will be used as part of Tier 1 interventions to reteach skills as necessary.</p> <p>3) Teams will collaborate with district specialists and coaches to refine their instructional practices for all learners.</p> <p>4) The comprehensive literacy model will be implemented consistently.</p> <p>5) Authentic reading and writing lessons will be used in every subject.</p> <p><u>Assessments:</u></p> <p>1) Universal screening tools and formative assessments will guide instructional decisions.</p>	<p>1) All Staff</p> <p>2) All Staff</p> <p>3) Depart. Chairs and all teaching staff</p> <p>4) All staff</p> <p>5) All Staff – Curriculum Teams</p> <p>1) Curriculum Teams</p>	<p>1) On-going cycle of training, implementation, assessing and refining according to school's PD calendar.</p> <p>2) On-going as needed according to assessment results.</p> <p>3) At least one visit per semester</p> <p>4) Ongoing and increasing implementation monthly.</p> <p>5) One lesson in each reading and writing each 12 weeks (minimum)</p> <p>1) One assessment, pre and post each 6-weeks.</p>	<p>1) Classroom observations and lesson plans will reflect implementation of research based best practices, including Tier 1 Intervention strategies.</p> <p>2) Growth as evidenced by OAKS data and other assessments.</p> <p>3) Student grades will reflect increased gpa's and fewer students below a 2.0.</p> <p><u>Assessment</u></p> <p>1) Positive growth between pre and post assessments.</p> <p>2) Evidence of regrouping for instruction based on assessment data.</p>

Waldo SMART Goal Action Plan
Team: Health/PE/Guidance Year: 2010-11

SAMPLE

District Goal: Continue to develop and implement differentiated instruction for students, including planned interventions and supports.

School Goal: In order to meet the needs of each student, Waldo MS will consistently implement **differentiated instructional practices and strategies** and **Tier One Interventions**.

Team Goal: In order to meet the diverse physical and social needs of students at Waldo MS, **differentiated instructional strategies** will be used to meet their needs.

Team SMART Goal	Strategies/Action Steps	Who is Responsible	Target Date/Timeline	Evidence
<p><u>Current Reality:</u> School climate data from the 2009-10 school year showed The drug and alcohol survey shoulded...</p> <p><u>SMART Goal:</u> This year, the Waldo students will engage in programs and activities specifically designed to improve the individual needs for those exhibiting at risk behaviors.</p>	<p>1) Groups for students on diversion</p> <p>2) Groups for students in Alternative Education</p> <p>3) Lessons specifically designed to increase physical fitness of those far below standard.</p> <p>4) Implementation of research based instructional practices to increase understanding and achievement of ELL students.</p>	<p>1)</p>		<p>1) # of groups per month</p> <p>2) # of lessons targeted at skills that are deficient in alternative education students</p> <p>3) Increased fitness scores for students, # of lessons per 6 weeks.</p> <p>4) observation reflect implementation of SIOP strategies.</p>

Waldo SMART Goal Action Plan
 Team: 7th/8th LA-Social Studies Year: 2010-11
 SAMPLE

District Goal: Continue to develop and implement differentiated instruction for students, including planned interventions and supports.

School Goal: In order to meet the needs of each student, Waldo MS will consistently implement **differentiated instructional practices and strategies** and **Tier One Interventions**.

Team Goal: In order to meet the needs of students, instruction will be targeted and designed to meet the individual reading and writing skills of students.

Team SMART Goal	Strategies/Action Steps	Who is Responsible	Target Date/Timeline	Evidence
<p><u>Current Reality:</u> Last year 41% of our Limited English Proficient (LEP) student met the reading standard and 51% of our special education students met the reading standard. 62% of our total school population met the reading standard.</p> <p><u>SMART Goal:</u> This year at least 51% of LEP and 61% SpEd will meet standard. At least 71% of total school population will meet standard. All students will show positive growth in RIT scores from 09-10 to 10-11.</p>	<p>1) The comprehensive literacy model will be implemented consistently.</p> <p>2) Students will increase number of books read at their lexile level.</p> <p>3) Universal screening tool used to determine reading level of all students twice per year.</p> <p>4) Common writing assessment will be administered and scored by team. Regrouping for instruction will occur based on results.</p>			<p>1) Reading logs and assignments will reflect at least 2 independent books read at lexile level for each student per 6 weeks.</p> <p>2) Increase in reading level for all students.</p>

SECONDARY LEVEL
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
CONTENT AREA: LITERACY, MATH AND SCIENCE

School: Waldo Middle School

Year: 2010-11

Planning Team

Name	Position
Tricia Nelson	Principal
Renee Stickles	Teacher Leader
Amanda Sasaki	Language Arts Department Chair
Donna Wiens	Instructional Coach
Don Berg	Math Department Chair
Jeff Lee	Math Instructional Coach
Ruby Sue Whittlely	Science Department Chair
Michelle McCoy	English Language Acquisition Coach
Lonnie Wolf	Assistant Principal
Paddie Cape	Special Ed. Department Chair
Dave DeRoest	Encore Department Chair

1. Vision Statement

The achievement gap will be closed and all students will increase learning in reading, writing, math and science.

2. Theory of Action

If...

We implement the Tier 1 interventions with the rest of our pyramid of Response to Intervention strategies with quality, fidelity, intensity and consistency,

Then...

The achievement gap will be closed and all students will meet standards in reading, writing, math and science.

3. Data Review

Successes:

- Waldo showed adequate growth in all AYP measurement areas to successfully meet AYP on the 2009 Annual Yearly Progress Report.
- Students showed growth in every Reading sub-group but one (Black-non-Hispanic) in 2008-09.
- Waldo met the AYP math Target of 59% with a total of 60.10%.
- Waldo increased student attendance from 92.4% in 2007-08 to 93.7 in 2008-09.
- Math achievement has shown steady growth for the past four years.
- Reading has shown steady growth each of the past three years.
- Reading LEP students met their Academic Growth target by posting a 17.51% gain over 2007-08 performance.
- Reading students of Hispanic origin met their Academic Growth target by making 8.09% growth.
- Math LEP students met their Academic Growth target by posting a 9.75% gain over their 2007-08 performance.
- The math intervention class has been implemented with fidelity and students are exiting that class and passing their state assessments.
- Math Students with Disabilities met their Academic Growth target by gaining 8.33% over the previous year.
- The 2008-09 school report card reports that 69.9% of reading students met their growth target.
- The 2008-09 school report card reports that 78.1 % of the students met their math growth target.
- Counselor advocacy plans from 2007-08 and 2008-09 show decreases in ELD student failure rates.

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- General student failure rates show a decrease of over 70% in 2008-09. The trend has continued through the 2009-10 school year.
- More students will exit form the ESL program via current ELPA projections.
- Science test performance is over 20% higher after the second round of testing when compared to last year.

Challenges:

- **The percent of students meeting/exceeding state standards in reading:**
 - Waldo had 56.34% of all students meet the reading standards in 2008-09.
 - Data review is critical to proper placement in the wide variety of reading interventions available.
 - Overall student performance in the strand of vocabulary has been poor. Over the past four years it has ranged from 41 – 47% passing. It has yet to surpass 50%.
 - English Language Learners continue to struggle in passing the reading test. Only 41.07% passed in 2008-09.
 - The piloting of the Reading intervention program has struggled to meet effective implementation.
 - Only 48.68% of students with disabilities are meeting reading standards.
 - One challenge will be infusing Read 180 classes as a supplemental offering for students two or more years behind in reading level.
 - With the READ 180 challenge, there will be difficulty in adequately staffing instructional assistants as the program demands.
- **The percent of students meeting/exceeding state standards in math:**
 - Although 40% of students with disabilities are meeting math standards, we need this number to grow.
 - English Language Learners continue to struggle in passing the reading test. Only 47.85% passed in 2008-09.
 - Students did not show growth in three subgroups in Math in 2008-09.
 - Despite student knowledge of algebraic relationships is the weakest of our math strands in the 2008-09 data. The strand data does show very comparable levels of performance.
 - Aligning the new state standards into the existing curriculum

What is your need based on the achievement of your students in relation to standards and achievement?

- We need to have school wide implementation of SIOP instructional strategies that will provide more intentional instruction for the needs of all students.
- We need to implement a school-wide vocabulary program to raise student academic language skills.

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What measures were used to include teachers in the decisions regarding the review of the data?

- Leadership team reviewed the data and added any suggestions they felt were appropriate.
- Site Council reviewed the recommendations data and added any suggestions they felt were appropriate.
- Curriculum teams reviewed the data and added any suggestions they felt were appropriate.

4. Identify Problem Statement:

Literacy: Too few Waldo students meet performance standards in reading and writing. The students in English Language Acquisition programs are not moving through those programs at an acceptable rate.

Math: Too few Waldo math students fail to meet performance standards in math.

5. Goals:

SMART Goals – Reading Language Arts

- At least 70% of all reading students will meet or exceed the state OAKS.
- At least 53% of English Language Learning will meet or exceed the state OAKS.
- At least 60% of students with Hispanic origin will meet or exceed the state OAKS.

SMART Goals – Math

- At least 70% of all math students will meet or exceed the state OAKS.
- At least 70% of all English Language Acquisition students will meet or exceed the state OAKS.
- At least 65% of all Students with Disabilities will meet or exceed the state OAKS.

6. Describe the strategies based on research that relate and strengthen the action. (New behaviors)

- Implement enhanced Tier 1 interventions in all classes.
- Begin the 2010-2011 with completed and approved comprehensive core standards.
- Design and implement common assessments to monitor and evaluate student understanding of core standards.
- Professional Learning Teams will focus their work on data driven decision-making practices using a balanced assessment system. Data will be derived from district interim assessments and common formative assessments.
- Professional development will focus on 100% implementation of the District Literacy Model with specific emphasis on critical thinking, authentic reading and writing and purposeful listening and speaking.

- Professional development will focus on effective instructional practices and class grouping configurations (inclusion, shelter...) for special education and English language learners.

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

- All core and elective teachers include instruction in core literacy.
- All instructors will use SIOP instructional strategies.
- Use the Edusoft formative assessment system and other formative assessments to diagnose student learning needs and guide instruction.
- Implementation of the District Literacy Model

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

Implement the Response of Intervention Model

- In Tier 1 (Core instructional Program)
 - SIOP strategies implemented with QFIC
 - 100% Implementation of the District Literacy Model
 - I-Team Interventions for struggling students. These teams identify successful strategies and spread them across the team to increase student success.
 - English Language Development Classes for Levels 1 – 4.
 - Differentiated Instruction
 - Balanced Common Formative assessments
- In Tier 2 (Supplemental Programs)
 - 2010 Summer Academy
 - 2011 Summer Academy (if Title 1 funds available)
 - Read 180
 - Math Intensive classes
 - Language Arts Intensive classes
 - Saturday School
 - Homework Lunch

9. Strategies to increase parent involvement and public engagement (Attach your school's public engagement plan with the CSIP).

- Parent Education classes – Minimum of 3 English Now! Classes
- Waldo's Parent and Family Workshop Series – 1 every six weeks
- In-touch Online
- Back-to-School Night
- Monthly news letter
- Waldo Website
- Parent Nights for AVID – Minimum of 3
- Parent/Teacher conferences
- Emails
- Fifth Grade Parent Night

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10. Assessment Calendar

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Common formative assessment	Math work sample Speaking work sample	District assessment	Common formative assessment	Math work sample Finals	District assessment Writing work sample	District assessment	Common formative assessment	Science work sample	Math work sample Finals
				OAKS ASSESSMENT	OAKS → ASSESSMENT →				
					ELPA				

11. Budget

Category	Description	General funds	Title 1	Title 1 - SI	SI - G
Instruction/ Staffing: Regular Program	Substitutes for peer collaboration Data analysis and intervention planning (substitutes for teams in math, science and language arts) School Leadership Planning Day	\$4000 3.5% differential	 \$10,000		
Instruction/ Staffing: Extended Learning	Summer School 2011 Math Intervention Teacher Literacy Intervention Teacher Saturday School Homework Lunch	 \$2,000 .8 fte	\$80,000 \$80,000		\$25,700
Professional Development	Response to Intervention Training: August 18-19, 2010 Math Instructional Coach		\$80,000		\$30,000
Parent Involvement	Community School Outreach Coordinator 3 AVID Parent Nights Parenting Classes: ENGLISH NOW!	.75 classified fte	 \$6,500 \$6,000		

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Resources	<p>Reading Materials: "Current Health" "Weekly Readers"</p> <p>Instant Response Systems</p> <p>Curriculum Team books for book studies</p>		\$2,700		
			\$1500		

12. Professional Development Calendar 2010-2011

<p>July '10</p> <ul style="list-style-type: none"> PLC Conference – July 26-28, 2010 	<p>January '11</p> <ul style="list-style-type: none"> January 3rd: Authentic and Intentional Writing (using prompts, cues, sentence frames) Curriculum Teams: Preparing for testing, , evaluate common assessments and plan for instruction based on findings
<p>August '10</p> <ul style="list-style-type: none"> AVID Conference – August 2-6 Solution Tree: Response to Intervention – August 18-19th Review of CSIP and School Mission: Aug. 17th Curriculum Maps with Corresponding Interventions: Aug. 20th Reading Intervention Training: August 31 	<p>February '11</p> <ul style="list-style-type: none"> February 7th: Strengthening Tiered Interventions based on 1st round OAKS data Curriculum Teams: Data review
<p>September ' 10</p> <ul style="list-style-type: none"> September 13th: Purposeful Instruction – Setting objectives and providing feedback, <i>lesson preparation</i> Curriculum Teams: Plan common formative assessments and data reviews September 1st: ELD Curriculum Camp 	<p>March '11</p> <ul style="list-style-type: none"> March 7th: Purposeful Speaking and Listening, SIOP – Interaction March 11th: Collaborative work – assess PLC work and interventions as it relates to scheduling of students for 2011-12
<p>October '10</p> <ul style="list-style-type: none"> October 4th: <i>SIOP Strategy- Non-Linguistic Representation</i> - aligned to Lit Model/AVID October 15th: Implementation of RTI October 15th: Literacy Strategy –Gradual Release of Responsibility with special emphasis on Modeled and Shared, Curriculum Teams: Using balanced assessments to drive instruction 	<p>April '11</p> <ul style="list-style-type: none"> April 4th: Data review, rewrite of SMART Goals and CSIP April 29th: Curriculum Teams rewrite SMART Goals aligned to School and District goals, review interventions for final OAKS Curriculum Teams: : Plan for common assessments in math, writing, reading, science
<p>November '10</p> <ul style="list-style-type: none"> November 1st: Critical Thinking (Cornell Notes and other effective note taking strategies, Inquiry based learning), <i>SIOP Strategies</i> November 22nd: Authentic and Intentional Independent Reading (read alouds, small group instruction, book talks...) Curriculum Teams: Planning for successful conferences, increasing parent involvement, data review of interim assessments (EduSoft) 	<p>May '10</p> <ul style="list-style-type: none"> May 2nd: School Climate – reflection on staff and student climate survey results. Curriculum Teams: Reflective feedback on the progress made during the year, evaluate common assessments and plan for instruction based on findings

December '10 <ul style="list-style-type: none">December 6th: Continuation Authentic and Intentional Independent Reading (read alouds, small group instruction, book talks...)Curriculum Teams: Plan for common assessments in math, writing, reading, science	June '10 <ul style="list-style-type: none">June 6th: Review of Year and Celebrations
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