**Woodworth Middle School**

**School Improvement Plan**

**2014-2015**

**Goal 1: Numeracy**

**Goal Statement**: All students will increase proficiency solving grade level math problems.

**Gap Statement:** English language learners and special education students consistently scored

lower than mainstream students, resulting in a gap with meeting the 2013

Math MEAP standards.

6th grade –

25% ELLs (For 6th grade ELL subgroup, math proficiency increased and the gap slightly increased by 2%.)

43.5% Special Education (For 6th grade SE subgroup, math proficiency decreased and the gap significantly increased by 19.5%.)

1.5% ED (For 6th grade ED subgroup, math proficiency increased and the gap decreased by .5%.)

7th grade –

24% ELLs (For 7th grade ELL subgroup, math proficiency decreased and the gap remained the same at 24%.)

12% Special Education (For 7th grade SE subgroup, math proficiency increased and the gap decreased by 25%.)

2% ED (For 7th grade ED subgroup, math proficiency decreased and the gap decreased by 1%.)

8th grade –

31% ELLs (For 8th grade ELL subgroup, math proficiency increased and the gap increased by 8%.)

36% Special Education (For 8th grade SE subgroup, math proficiency increased and the gap increased by 12%.)

2% ED (For 8th grade ED subgroup, math proficiency significantly increased and the gap decreased by 2%.)

**Data Source:** The Math M-STEP assessment results and the NWEA assessment will be

given two times a year.

**Areas of Concern:**

1. Students need to increase their math vocabulary.

2. Students need to improve upon their ability to measure.

3. Students need to practice the ability to sequence information and numbers.

4. Students need to create accurate timelines.

5. Students need to be able to compute conversions accurately.

6. Students need to use common formulas correctly.

7. Students need to read and create graphs accurately.

8. Students need to know their basic math facts without the use of calculators.

**Reasons for Gap:** The school improvement team has identified possible reasons for gaps. There has been a recent change in the population of students with more free and reduced lunch students attending Woodworth Middle School (91%). We also have noticed that our newcomer population from overseas is coming with limited or no schooling and without literacy in their native language. Since the start of the school year, we have had 36 students drop and 63 students enrolled. The team is also noticing a trend of more parents with limited English proficiency. Lastly, the 6th grade Special Education population increased from 7 students to 29 students this year.

**Objective:** Students, including Special Education, ELL and ED, will attain 100% proficiency on the Michigan Math State Assessment by the year 2017 or increase two or more grade levels on the NWEA assessment.

**Strategies:**

1. All math teachers will use Sustained Learning Over Time (S.L.O.T.) activities with repeated

practice.

1. Math teachers will provide pre and post assessments.
2. Each and every student will use the CUBES strategy to break a problem into smaller steps in

order to accurately identify what they need to solve the problem and to solve it correctly.

1. All teachers will focus on highlighting/circling key words in questions, directions, and word

problems.

1. The SIOP Model/Language and Literacy will be used by all teachers for lesson planning and lesson delivery.
2. Teachers will model and students will use Marzano strategies, using Mental Models and Thinking Maps in all core subject classes.
3. All teachers will use foldables/binders/guided notes/interactive notebooks for note taking.

**Interventions:**

1. Teachers will continue the co-teaching model in special education mathematics classes and the use of a resource teacher in bilingual mathematics classes in order to improve the students’ ability to grasp math concepts.
2. Within the block schedule, teachers will utilize a portion of their class period to implement facts practice tests and math intervention strategies.
3. If students are still not successful, additional interventions will be provided such as flexible small grouping based on the NWEA assessment, using manipulatives, whiteboards, and technology.

4. Teachers will use differentiation to meet the needs of each and every student.

1. Tiering of lessons and assessments.
2. Scaffolding curriculum
3. Small group activities
4. Manipulatives

5. Center Work in the 6th grade

5. The following interventions will be used for those students who are still not succeeding in

math:

1. Before and after school math tutoring
2. Vertical grade conversations
3. Technology Resources

- Blog

- I-Learn

- Online Textbooks

- Pearson SuccessNet

- IXL

- Parent Connect

- I-Pads and computers in the classroom

- Math Intervention Classes

6. All identified students will be offered to attend summer school for a math intervention

program. All new ELLs (newcomers) will be offered a Bi-Lingual summer school program.

**Research and Support:**

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**Woodworth Middle School**

**School Improvement Plan**

**2014-2015**

###### **Goal 2: Literacy**

**Goal Statement:** All students will read, comprehend, and summarize a variety of narrative and informational texts across content areas.

**Gap Statement:** English language learners and special education students consistently

scored lower than mainstream students, resulting in a gap in meeting the

2013 MEAP Literacy standards. The gap percentages in the school are as

follows:

6th grade –

(-1.5%) ELLs (For 6th grade ELL subgroup, reading proficiency increased and the gap significantly decreased by 25.5%, which closed the gap.)

(-1%)% Special Education (For 6th grade SE subgroup, reading proficiency significantly increased and the gap significantly decreased by 28%, which closed the gap.)

(-.5%) ED (For 6th grade ED subgroup, reading proficiency increased and the gap significantly decreased by 2.5%, which closed the gap.)

7th grade –

32% ELLs (For 7th grade LEP subgroup, reading proficiency increased and the gap decreased by 9%.)

46% Special Education For 7th grade SE subgroup, reading proficiency decreased and the gap increased by 14%.

0% ED (For 7th grade ED subgroup, reading proficiency increased and the gap decreased by 2%, which closed the gap.)

8th grade –

44% ELLs (For 8th grade ELL subgroup, reading proficiency significantly increased and the gap increased by 4%.)

36.5% Special Education (For 8th grade SE subgroup, reading proficiency significantly increased and the gap increased by 2.5%.)

.5% ED (For 8th grade ED subgroup, reading proficiency significantly increased and the gap decreased by 4.5%.)

**Data Sources:**

8th grade ELA Michigan-Student Test of Educational Progress (M-STEP)

DRA/NWEA

**Areas of Concern:**

1. Students need to improve their ability to read and comprehend a variety of grade level texts.

2. Students need to improve their ability to identify and understand content vocabulary.

3. Student need to improve their ability to identify and understand the meaning of words and

phrases including figurative, connotative, and technical meanings.

4. Student need to improve their ability to analyze the impact of specific word choices on

meaning and author’s tone.

5. Students need to improve their ability to activate prior knowledge before reading for greater

understanding of text.

6. Students need to be able to monitor their own reading and correct problems for themselves

when comprehension breaks down.

7. Students need to improve their summarization skills to retell what they have read.

8. Students need to improve their ability to make cross-text connections and comparisons with a

variety of texts.

9. Students need to improve their ability to cite evidence when answering questions.

1. Students need to improve their ability to analyze how an author uses rhetoric to convey purpose or point of view.

11. Students need to improve their ability to take notes.

**Reasons for Gap:** The school improvement team has identified possible reasons for gaps. There has been a recent change in the population of students with more free and reduced lunch students attending Woodworth Middle School (91%). We also have noticed that our newcomer population from overseas is coming with limited or no schooling and without literacy in their native language. Since the start of the school year, we have had 36 students drop and 63 students enrolled. The team is also noticing a trend of more parents with limited English proficiency. Lastly, the 6th grade Special Education population increased from 7 students to 29 students this year.

**Objective:** All students, including Special Education, ED and ELLs, will attain 100% proficiency on the Michigan Literacy State Assessment by the year 2017 or increase two grade levels on the NWEA by the end of the 2017 school year.

**Strategies:**

1. All teachers will use the Article of the Week to increase student exposure to

informational text. During this students will use multiple methods of interacting with the

articles after modeling, group practice, and independent practice.

2. Each and every student will utilize various before, during, and after reading comprehension

strategies as he/she is reading text. At the start, students will be specifically asked to stop and

apply the strategies; specific teacher direction will lessen over the year.

3. Summarizing and Note taking

4. Reader’s Apprenticeship - Talk to the Text, Double Entry Journals, Thinking Maps

5. Visualization

6. Each and every student will use multiple vocabulary strategies to increase his/her vocabulary

comprehension. Students will be given opportunities to constantly work with new and old

words.

7. Vocabulary strategies such as: wordwalls, Root Words/Affixes, Context Clues, Enhanced

Frayer (including context clues)

8. The Close and Critical Framework (summarization, text features - GATE, author's purpose -

PIE, text connections, including sentence stems to scaffold constructive responses.)

9. The SIOP Model/Language and Literacy will be used by all teachers for lesson planning and

lesson delivery.

10. Daily Five will be used by teachers in the 6th grade classroom.

11. The ACE (Answer, Cite, Explain and Extend) Strategy for answering questions with textual/factual support

**Intervention:**

1. Resource Teachers: The resource teachers will be focused on addressing the needs of the ELLs who have scored 3s and 4s on the World-Class Instructional Design and Assessment (WIDA) as well as other at-risk students. The WIDA 3s and 4s are at the Developing and Expanding Performance Levels, which means they are not proficient yet. In order to advance students towards proficiency, resource teachers will push in to work with the classroom teacher as a team to deliver appropriate instruction for WIDA 3s and 4s. Resource teachers will use their expertise and share research-based strategies, such as the components of the SIOP and Language and Literacy Model, to enhance mastery of concepts and skills. Resource teachers’ responsibilities can range from co-teaching to small-group instruction, where resource teachers will implement appropriate, individualized techniques accommodating students’ needs.
2. If students are still not successful, then students will be considered for an additional reading intervention class.
3. Teachers will use differentiation to meet the needs of each and every student.

Tiering of lessons and assessments.

Scaffolding curriculum

Small group activities

Anchor assignments

1. All identified students will make use of leveled reading texts and “right fit” books that represent a variety of themes and genres to increase reading comprehension.
2. All identified students will be offered to attend summer school for a reading intervention program. All new ELL (newcomers) will be offered a Bi-Lingual summer school program.

**Research Support:**

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Portland, ME: Stenhouse Publishers, 2009.

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Journal.2007. Sage Publications. 24 April 2009 <http://rel.sagepub.com/cgi/content/abstract/38/2/150>.

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Wormeli, Rick. Summarization in Any Subject. Portland, ME: Stenhouse Publishers, 2005.

#### **Woodworth Middle School**

**School Improvement Plan**

**2014 - 2015**

**Goal 3: Writing**

**Goal Statement:**  All students will write clear, focused, and organized argumentative and informative/explanatory essays across content areas.

**Gap Statement:** English Language Learners and Special Education Students consistently score

lower than mainstream students, resulting in a gap in meeting the 2013

MEAP ELA Writing standards.

7th grade -

22% ELLs (For 7th grade ELL subgroup, writing proficiency significantly increased and the gap decreased by 19%.)

56% Special Education (For 7th grade SE subgroup, writing proficiency decreased and the gap increased by 12%.)

(-1%) ED (For 7th grade ED subgroup, writing proficiency increased and the gap decreased by 4%, which closed the gap.)

**Data Sources:**

Data sources that we will use to determine the success of our students in writing are: the 2015 Michigan-Student Test of Educational Progress (M-STEP) and school-wide writing assessment.

**Areas of Concern:**

Students need to improve their writing in all content area classes.

1. Students need ongoing practice writing argumentative and other expository essays.

(compare/contrast, cause and effect, descriptive, process writing)

1. Students need to support claims using valid reasoning and sufficient evidence from the text.
2. Students need to further develop and utilize content specific vocabulary in their writing.
3. Students need to gather relevant information from multiple sources and integrate information avoiding plagiarism.
4. Students need to draw evidence from literary and informational texts to support analysis, reflection, and research.
5. Students will need ongoing practice on paraphrasing and summarizing texts.
6. Students need to improve their knowledge and use of the 6 +1 Traits in their writing.

**Reasons for Gap:** The school improvement team has identified possible reasons for gaps. There has been a recent change in the population of students with more free and reduced lunch students attending Woodworth Middle School (91%). We also have noticed that our newcomer population from overseas is coming with limited or no schooling and without literacy in their native language. Since the start of the school year, we have had 36 students drop and 63 students enrolled. The team is also noticing a trend of more parents with limited English proficiency. Lastly, the 6th grade Special Education population increased from 7 students to 29 students this year.

**Objective:** All students will show improvement in writing by attaining 100% proficiency on the Michigan State Writing Assessment by 2017 or increasing one level on the District Common Writing Assessment by 2017.

**Strategies:**

1. Teachers will use Word Walls of content specific vocabulary posted in their room for students

to refer to when writing.

2. All students will be taught to analyze the root, prefixes and suffixes of content area

vocabulary.

3. All students will be taught and will use the 6+1 Writing Traits approach and rubrics to create

clear, focused, and organized essays in all content area classes.

4. The SIOP and Language and Literacy Model will be used for lesson planning and lesson

delivery.

5. All teachers will model and teach how to use Thinking Maps/Advanced Organizers.

**Intervention:**

1. Resource Teachers: The resource teachers will be focused on addressing the needs of the ELLs who have scored 3s and 4s on the World-Class Instructional Design and Assessment (WIDA) as well as other at-risk students. The WIDA 3s and 4s are at the Developing and Expanding Performance Levels, which means they are non-proficient yet. In order to advance students towards proficiency, resource teachers will push in to work with the classroom teacher as a team to deliver appropriate instruction for ELL 3s and 4s. Resource teachers will use their expertise and share research-based strategies, such as the components of the SIOP/Language and Literacy Model and Best Practice strategies to enhance mastery of concepts and skills. Resource teachers’ responsibilities can range from co-teaching to small-group instruction, where resource teachers will implement appropriate, individualized techniques accommodating students’ needs.

2. Teachers will use differentiation to meet the needs of each and every student.

Tiering of lessons and assessments.

Scaffolding curriculum

Small group activities

Anchor assignments

3. All identified students will be scaffolded into full essay writing using paragraph frames and

sentence stems.

4. If students are still not successful, additional interventions will be provided, such as flexible

small grouping, scaffolded graphic organizers, and one-on-one conferring with a teacher.

**Research Data:**

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Writing: Implications for Creating School Writing Curriculum and Instruction that is

Boy-friendly.” Fall 2008.

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Centre, 2003.

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