

SEWARD MONTESSORI AND MIDDLE SCHOOL 2014-15 SIP at a GLANCE

MATH:

Math proficiency: The percent of students who meet or exceed standards from 48.4% to 51%

Math growth: The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the MCA will increase from 17.5% to 20%

Intentional focus on the following:

- **Children's House:** combinations of ten, Golden Bead Work, comparing numbers
- **E1:** algebraic functions: in and out boxes, frames and arrows, finding patterns, working backward to solve problems
- **E2:** rational number project
- **Middle School:** strands from FI and the MCA, use small focus groups and math centers

Action Steps for improved achievement in math:

- 1) 1st – 8th grade students will memorize their math facts – as assessed by a 2-minute timed fact check in the fall 10/30, winter 01/31 and spring 05/09
- 2) K-5 Montessori math aligned w/standards and MCA math test
- 3) Review math data on a regular basis
- 4) Use a variety of common formative assessments. Teachers will revise/refine lessons based on student work
- 5) 6-8 grade students will have a math focus in advisory one day per week.
- 6) 6-8 grade students take district math benchmarks as a summative assessment
- 7) 6-8th grade students who score 3 on the WIDA will be in a class that will teach math content vocabulary
- 8) Math intervention teacher to work on number sense with 3rd graders who qualify per test scores, 4x per week

READING

Reading Proficiency Goal: Increase the number of students who meet and exceed the standards on the reading MCA from 51.1% to 54% in 2015.

Reading Growth Goal: The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the reading MCA will increase from 21.2% to 24%.

Intentional focus on the following:

- **Children's House:** a phonetic approach to learning letters/sounds and reading.
- **E1:** non-fiction texts in balanced literacy, comprehension, using inferences, science writing, and pre-reading are being taught and assessed.
- **E2 and Middle School:** using graphic organizers to improve comprehension
- **K-8:** increase reading stamina for all Seward students

Action Steps for improved achievement in literacy:

- 1) Review data on a regular basis: Fountas & Pinnell, WTW, conferring with students, district assessments, MAP, MCAs.
- 2) Implement balanced literacy using Good Habits, Great Readers to improve vocabulary and comprehension skills (K-5)
- 3) In addition to DL, use AVID Reading and Writing strategies to improve vocabulary development and comprehension (4-8)
- 4) Teachers will use Words Their Way to teach vocabulary and spelling patterns.
- 5) Students in 6 - 8th grade who have MCA scores in the red/yellow will take a Reading Workshop class or receive additional support from ELL and special education staff (per the IEP)
- 6) English Learners scoring a level 1-2 on the WIDA get instruction in English Language Development
- 7) 6-8th grade English learners who score a 3 on the WIDA will be in a class with intentional focus on literacy (reading and writing) another part of this class will be parallel teaching with the ELA teachers.
- 8) ELL teachers collaborate with classroom and specialists when possible
- 9) Reading intervention teachers teach small groups of students who score in the red on MCA/MAP tests
- 10) Reading Corps provides literacy intervention to our K-2nd graders

SCIENCE

Increase the number of students who meet or exceed the science standards:

5th grade from 57% – 60%

8th grade from 48% to 51%

Action Steps for improved achievement in Science

- 1.) 6-8th grade EL co-teaches science with an emphasis on science vocabulary acquisition
- 2.) Our elementary science teacher pre-teaches science vocabulary and science concepts to students in the yellow and red on the MCA

CLIMATE

Reduce the number of suspensions for African males by 2%; 32 suspensions to 26

Action Steps for reducing suspensions and behavior referrals:

- 1) SHARK squad develop a school-wide positive engagement plan
- 2) All classroom teachers will use The Second Step program to teach empathy, problem solving and pro-active social skills; middle school is piloting a new social skill program written by MPS counselors
- 3) All classroom teachers will create a positive engagement plan that focuses on relationships and restorative practices for their classrooms
- 4) Suspension and behavior data will be examined twice per month to determine success and identify students who may need extra support
- 5) Continued use of Responsive Classroom techniques -- morning meeting, logical consequences, social conferences.
- 6) Implementation of Envoy strategies.
- 7) If a student is removed from class due to behavior, the behavior team works to solve the issue, help the student(s) develop problem-solving skills and return the student(s) to class

In order to reduce the achievement gap at Seward this year we need the following numbers of students in each sub group to be proficient on the MCA tests:

21/261 African American Students

2/18 Native American Students

3/28 Hispanic Students

3/26 Asian Students

12/226 White Students