

SEWARD MONTESSORI AND MIDDLE SCHOOL 2015-16 SIP at a GLANCE

MATH

Math proficiency: The percent of students who meet or exceed standards from 47% 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) Professional development provided by Montessori trainers from River Falls
- 4) All students have access to DreamBox to practice math skills at home
- 5) 3-5 grade students not proficient on MAP or MCA are offered intervention instruction using Do the Math Curriculum
- 6) All students will take district interim math assessments quarterly. Staff will use interim assessments to assess progress towards mastery.
- 7) Use a variety of common formative assessments. Teachers will revise/refine lessons based on student work
- 8) 6-8 grade students will have a math focus in advisory one day per week.

READING

Reading Proficiency Goal: Increase the number of students who meet and exceed the standards on the reading MCA from 51% 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:* strategies for comprehension, using inferences, science writing, and pre-reading
- *E2 and Middle School:* use of graphic organizers as instructional strategy
- *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 interim assessments, MAP, MCAs.
- 2) Use of the following Montessori materials: sandpaper letters, moveable abc, pink, blue, and green language series, culture curricula, leveled library
- 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 1st-5th who are not proficient on MAP or MCA are offered reading support by Reading Intervention teachers.
- 6) Students in 6 - 8th grade who have MCA scores in the red/yellow will take a Reading Workshop class.

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%

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