

**Riverside Middle School- Action Plan
Planning Template for Academic Improvement**

The Need Addressed	Implementation (How Addressing Need)	Expected Results Regarding Student Performance	Completion Date/ How Measure Success/ Responsibility
<p>Goal #1: Students will have the necessary supports and information to <u>decrease incidents of risky behaviors</u>, making them <u>more available for learning</u>.</p> <p>Data Supporting Need: <i>Vermont Student Risk Survey</i> and <i>The Vermont Agency of Human Services Community Profile</i> report that Springfield students are more likely to be the victims of abuse/neglect than are other Vermont students, have a higher teenage pregnancy rate than other Vermont teenagers, are more likely to consume alcohol and marijuana than peers living in other communities. They are also more likely to experience or engage in physical violence.</p>	<p>A committee of teachers will create a 6-8 health curriculum.</p> <p>RMS will continue to implement the Olweus Anti-bullying program, Community Building Days, and Community Service Days, and the after school enrichment program.</p> <p>Students in grade 7 will begin year two of a looping cycle which will include two years with the same core teachers. Students on the 6-8 multiage team will begin the second year of this cycle. Teachers will have curriculum writing time during the summer and on half</p>	<p>Improved student outcomes as described in the Youth Behavior Survey. Fewer referrals for support services.</p> <p>Disciplinary referrals, truancy, and reported incidents of bullying will decrease.</p> <p>Less instructional time lost to students learning class routines, and less time lost to teachers getting to know students and families. Stronger student/ teacher relationships.</p>	<p>Health and FACS teachers (middle and high school)/ curriculum map/ Summer 2010</p> <p>Guidance Counselor, RMS staff / student surveys and comparisons of annual disciplinary reports/ June 2010.</p> <p>June 2010/ improved student scores on MAPs testing and on 2010 NECAP/ core teaching staff.</p>

<p>Students who engage in the above behaviors are more at risk for dropping out of school, a decision research shows is generally made during the middle school years. These students also tend to be inattentive to school and learning during the time they do remain.</p>	<p>days spread throughout the year.</p> <p>Our HCRS School-Based Clinician services will gain greater security by moving a greater portion of the salary to the local budget.</p> <p>Our Substance Abuse Prevention services will gain greater security by moving a greater portion of the position's salary to the local budget.</p> <p>Community Building Committee will meet outside of school hours to arrange for community service, and community building activities and events.</p>	<p>The counselor provides counseling to at-risk students. Reduction in number of students exhibiting at-risk behaviors, and reduced number of students on a waiting list to receive services. Consistent personnel.</p> <p>The counselor provides counseling and substance prevention education to at-risk students.</p> <p>Students will have increased sense of belonging, and parents and community members will have greater opportunities to either interact with students in school, or in the community. Possible use of school or grade-level themes such as "fitting in" or "career planning"</p>	<p>Building Principal and School Board/ March 2010/ Fewer Support Services Team referrals.</p> <p>Building Principal and School Board/ March 2010/ Fewer Support Services Team referrals</p> <p>Community Building Committee and Assistant Principal/ planned and implemented events/ ongoing.</p>
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<p>Goal #2: The program and structure of RMS will become <u>more flexible and conducive to the needs of middle level education</u>, as recommended by the National Middle School Association and Vermont’s School Quality Standards.</p> <p>Data Supporting Need: A review of the National Middle School Association recommendations for middle schools indicated needs at RMS in the following areas: an adult advocate for every student (also a SSD goal), curriculum that is challenging, integrative, and exploratory, flexible organizational structures, comprehensive guidance and support services, programs and policies that foster health, wellness, and safety, and assessment and evaluation that promote learning.</p>	<p>The 6-8 team and teachers in grades 7 and 8 will begin looping.</p> <p>A team of teachers from RMS will attend the annual NELMS (or other middle level) conferences (spring and summer) with a specific goals/topics in mind. To make recommendations to the staff. Teams will be encouraged to implement aspects of middle level education they feel would improve upon the program they provide children.</p>	<p>Students and teachers will lose less time to introductory activities such as establishing classroom protocols and learning student learning styles. Relationships between students and staff will become stronger.</p> <p>The learning experience at RMS will be even more in line with recommended middle level practice. Students will benefit from curriculum and instruction designed for their stage of development.</p>	<p>Teachers and Principal (who will provide needed resources)/ teacher, parent, and student input/ June 2010</p> <p>Teachers will be asked to select a middle school concept or characteristic that they would like a team to investigate during the annual conference. A team of teachers will be selected to attend the NELMS conference. This team will share with the entire staff when they return. This will be ongoing.</p>

	<p>A block of basic skills and enrichment classes, called Eureka, will be evaluated and revised to further address student needs. Student needs will be determined by a combination of MAPPS testing, grades, NECAP testing, teacher input, and student self-selection.</p> <p>A committee of parents, staff, and administrators will meet to prepare for the 5th grade transition to RMS during the 2010-11 academic year.</p> <p>An advisory system will be in place for all students by the 2011-12 academic year. RMS will begin looking at advisory options, scheduling, lesson plans (including goal writing?) by the end of FY10.</p> <p>Students will begin creating personal learning plans for their three years at RMS, which will incorporate academic and social/ emotional goals.</p>	<p>This will provide students with additional instruction in areas of weakness, will provide all students with supports and curricular extension, and give advanced students enrichment opportunities.</p> <p>Successful integration of approximately 100 5th grade students and their teachers into our school.</p> <p>Students will have a close connection with at least one adult in the building.</p> <p>Students will experience guided goal setting, will find greater relevance of their current studies to their future, and have a greater sense of direction.</p>	<p>A committee of teachers will receive summer stipends to work with the principal in designing the program and making initial student placements/ Summer 2009 and 2009-10 academic year</p> <p>Administrators, staff, parents, Board/ committee and subcommittee meetings, report to the Board/ December 2009</p> <p>School Leadership Team/ Presentation of several options, and plan for writing lessons/units, August 2010.</p> <p>Guidance Counselor and 6th grade students/ personal learning plans for all 6th grade students by March 2010.</p>
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	<p>Students will have greater opportunities for place-based learning.</p>	<p>Students will make stronger connections between their lives and community, and what they are learning. Those who are concrete or hands-on learners will achieve better understanding of content material.</p>	<p>RMS admin. and staff/ students going out into the community or on fieldtrips with the intention of achieving specific learning goals, ongoing.</p>
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<p>Goal #3: Students will have access to curriculum that is challenging, integrative, and exploratory.</p> <p>Data Supporting Need: Only 43% of 8th grade students, 51% of 7th grade students, and 53% of 6th grade students met the standards for math on the 2008 NECAP. Our school has been identified as being a school in need of improvement due to the math NECAP results for our students living in poverty, as well as for the general population. We have made adequate yearly progress for two years in a row in read. 61% of our 6th grade students, 78% of 7th grade students, and 58% of 8th grade students met the standards for reading on the 2006 NECAP. We continue to be concerned about those student with disabilities who are not reading at grade level.</p>	<p>Professional learning communities will be formed to grapple with issues such as: Co-Teaching, differentiated instruction, teaching reading in the content areas, and middle level practice.</p> <p>The Accelerated Math Program will be fully implemented during FY 10.</p> <p>Job-embedded professional development will be provided to the math department during FY10, including coaching from a consultant.</p>	<p>A culture of collegiality and professional discourse will be established that will provide each staff member with the support of his/ her peers when addressing student needs.</p> <p>Students will show a 5% increase in computation skills through local pre- and post-assessments (NWEA-MAPPS).</p> <p>Students will demonstrate significant improvement in basic computation skills on the 2010 NECAP.</p> <p>Students will continue to benefit from the full implementation of CMP2 in FY10, with improved NECAP scores in 2010, and demonstrated improvement over the 09-10 school year on NWEA-MAPPS testing.</p>	<p>Principal and staff/ staff meetings during FY 10, feedback in May 2010.</p> <p>Math Department/ FY10/ Staff will regularly use the Accelerated Math Program.</p> <p>June 2010, math department and principal with Casey Murrow.</p>

<p>While we have many supports, such as Title 1 reading, Wilson Reading, Read 180, and Accelerated Math, we had little in the way of enrichment for advanced students during school hours. Only 30% of our 8th grade students met the standards for writing on the 2008 NECAP.</p>	<p>Title I math support teacher will be hired.</p> <p>Teams will assign students to “math lab” or “reading lab” based upon student need and the paraeducator running the lab.</p> <p>Provide Read Naturally remedial reading program for all students reading between the 16th and 40th percentiles.</p> <p>Students will have greater access to technology integrated into their classroom experiences. This means greater access to technology, more integration of technology with other subjects (rather than as a separate topic); and greater</p>	<p>Students will receive math support earlier than is currently the case, preventing them from slipping below the 16th percentile. This will lead to fewer special education referrals for math related disabilities.</p> <p>Significantly fewer students with failing grades during the FY10 school year.</p> <p>Increase number of students achieving the analysis and interpretation standard by 5%.</p> <p>Greater student interest and buy-in, better understanding for students for how technology can expand our ability to access, interpret, and synthesize information.</p> <p>Greater access for students to</p>	<p>Principal and School Board/ June 2010</p> <p>Teaching staff/ throughout the 09-10 school year/ students will be assigned to academic labs run by paraeducators comfortable with assisting in the area of need.</p> <p>CIA, special education and LA teachers/ June 2010</p> <p>Principal, teachers, technology director/ October 2010</p>
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	<p>access for teachers to technology for instruction, student information gathering, and communication.</p> <p>Each child will maintain a portfolio of learning goals, and his/her progress towards achieving those goals.</p> <p>Students taking algebra will enter high school with a firmer mathematical background as they will take algebra during Eureka, and CMP2 during regularly scheduled math classes.</p> <p>A team of teachers will be trained to be facilitators of Critical Friends Groups. We will have one CFG running.</p> <p>Paraeducators will meet regularly with the administration, and will receive regular training and</p>	<p>resources outside the classroom.</p> <p>Better teacher/student/home communication.</p> <p>Each child will have a personal “learning plan” that provides them with focus and direction in their learning.</p> <p>Students taking algebra will also receive instruction in geometry, data, statistics and probability, and exposure to a more integrated approach to math. The success of this approach to scheduling algebra should be evaluated at mid and end of the year.</p> <p>Staff will have more opportunities for professional discourse, examining student work, and supporting one another</p> <p>Paraeducators will be better informed, and will be better able to provide our students with necessary services. There</p>	<p>Guidance Counselor/ Grade 6 students/ June 2010</p> <p>Principal and math department/ data collection (MAPs testing, grades, curriculum coverage)/ February 2010 and summer 2010.</p> <p>Principal/ functioning CFG/ January 2010.</p> <p>Principal/ Assist. Principal, regular meetings and trainings on half days/ ongoing.</p>
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	<p>supervision.</p> <p>There will be a common format and training for staff in teaching students to write constructed responses.</p>	<p>will be a decrease in avoidable acting out behaviors on the part of students who have been triggered by adult interactions.</p> <p>Students will receive consistent instruction that crosses disciplinary lines.</p>	<p>Language Arts Dept./ Curriculum writing and research/ summer 2009, implementation possible FY 2010.</p>
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<p>Goal #4: Special education students will make academic progress at the same rate, or better, than their non-disabled peers.</p> <p>Data Supporting Need: Our special education population has been unable to demonstrate adequate yearly progress on the NECAP for two years in a row. This year and last they met Safe Harbor. This will change when the 5th grade comes in two years. On average 27% of our special education students met at least 50% of the goals on their IEPs last year.</p>	<p>All special education and select regular education staff will have opportunities for professional development in co-teaching (see goal #3).</p> <p>Our Educational Support Team protocols will be revised.</p>	<p>All students will benefit from having a combination of regular education/ content knowledge, and special education training in the classroom.</p> <p>The percentage of Springfield students in special education who make AYP will be the same or higher than the state average for that population.</p> <p>The responsibility for organizing, calling, and monitoring EST meetings will move from the teaching staff to the administration. This will centralize the information, providing greater ease in accessing supports and services for students. Less teacher time spent on student meetings, closer monitoring of implementation and efficacy of</p>	<p>Special education, regular education, principal/ FY10/ Volunteer LA teachers, math teachers and special educators participating in professional development in co-teaching, and working as co-teaching pairs for at least one class.</p> <p>September 2010.</p>

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