

# *Coelho Middle School*



*Improvement Plan 2009-2010*

## **Coelho Middle School Whole School Improvement Plan 2009-2010**

In 2008-2009, Coelho Middle School was designated “Corrective Action Year 2: Subgroups” label for Mathematics and “Improvement Year 1: Subgroups” label for English Language Arts (ELA). It was the fifth consecutive year that our school did not meet the state and federal targets for our special education students in mathematics. It was also the third year we did meet the state and federal targets for our subgroups in ELA. Coming into the 2008-2009 school year, we had committed to re-organizing Special Education services and delivery of instruction to provide consistent support within the classroom. However, with the release of the 2008 results, the Coelho staff and the District determined more needed to be done to address the pronounced deficiencies students demonstrated in their mastery of grade level skills.

Results:

- CMS did not meet AYP in Math for the Aggregate or Subgroups. Although the aggregate (+3.), low Income (+5.3) and white (+2.0) CPI scores have increased since 2007, the special education subgroup has continued to underperform and slipped (-4.5).
- The number of special education students performing in the Warning/Failing category is a significant concern. In math Grade 5: 12% (18 students) of the special education students scored in the Warning/Failing category; Grade 6: 9% (14 students), Grade 7: 52% (12), and Grade 8: 82% (14 students). In ELA Grade 5: 35% (9 students) of the special education students scored in the Warning/Failing category, Grade 6: 22% (6 students), Grade 7: 13% (3 students), and Grade 8: 53% (9 students).
- CMS decreased the number of students in Warning by 11% from 20% to 9% in the 6<sup>th</sup> grade and from 27% to 16% in the 7<sup>th</sup> grades on the Math MCAS. When tracking the same class over time, 37% of the 2006 fifth graders scored Proficient or Advanced. The 2009, 51% of that same class scored Proficient or Advanced, showing a 14% increase while they were Coelho students.
- CMS did not meet AYP in ELA for the Aggregate or any Subgroup. The current state target is 90.2, our Improvement Range is 87.1-91.8. CMS earned 85.6. Losses were reported in all areas ranging from -1.5 in the Aggregate to -9.7 in Special Education.

- An average score of 3.0 was set for Open Response scores for Math and ELA. This goal was not achieved. Students on the grade 5 (1.87) and 7 (2.03) ELA MCAS showed gains, however grades 6 (1.86) and 8 (2.3) decreased. The average score for all students was approximately 2.0.
- Scores on the 7<sup>th</sup> grade Long Composition in the area of topic development decreased to an average of 6.44 from 6.9 in 2008.

**Goal #1:** The average score of all students on the ELA and Math Open Response questions on the 2010 MCAS will increase from an average of 2.56 in math to an average of 2.75 and an average 1.95 in ELA to a school average of at least 2.50. The number of students earning 0 or 1 will decrease and the number of students scoring 3 and 4 in the aggregate and among all subgroups will increase.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Students will be given targeted support to help them improve on Open Response questions.</p> <ol style="list-style-type: none"> <li>1. Teachers will participate in professional development in analyzing high-scoring Open Response answers and identify effective strategies to support students in demonstrating their knowledge on Open Response questions.</li> <li>2. Teachers will implement effective strategies and techniques that support students in answering Open Response questions. Students will practice responding to Open Response questions at least once a month in Power Hour or Prime Time, in addition to Open Response questions on common</li> </ol>	<p>Professional development agendas and resources</p> <p>Observations of effective strategies being used in classrooms on walk throughs and observations.</p>	<p>Identify students by mid October; on-going</p> <p>Math</p> <ul style="list-style-type: none"> <li>• After each unit test</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>• November</li> <li>• January</li> <li>• March</li> </ul>		

<p>a. In Math, teachers will focus on teaching students the elements of an open response question by analyzing exemplars and their own responses, strategies to break down a question, and strategies to organize answers and develop common approaches to problem solving.</p> <p>b. In ELA teachers will analyze various types of open response questions (distinguish a fiction and non-fiction response), learn and apply active reading strategies before, during and after reading, and emphasize elaboration through modeling and the use of graphic organizers.</p> <p>3. Teachers will identify the students who have scored a 0 or 1 on Open Response questions. An individual</p>	<p>For all students who:</p> <ul style="list-style-type: none"> <li>• Earned a 240 or below on her/his 2009 Math MCAS and</li> <li>• Scored a 1 or 0 on any Open Response</li> </ul> <p>a success plan will be developed.</p> <p>For all students who:</p> <ul style="list-style-type: none"> <li>• Earned a 240 or below her/his ELA MCAS and</li> <li>• Scored a 1 or 0 on any Open Response</li> </ul> <p>a success plan will be developed.</p> <p>Students will demonstrate a 0.5 gain on their school-based math Open Response average and attain an average of at least the 2.5 on their final school based math Open</p>			
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<p>4. Common open response questions will be administered to the students at least three times over the course of the year. The results will be analyzed and intervention or academic support will be given to students during class, Prime Time, Power Hour or after school to ensure progress.</p>	<p>Response questions by May.</p> <p>Students will demonstrate a 0.5 gain on their school-based ELA Open Response average and attain an average of at least the 2.5 on their final school based ELA Open Response questions by May.</p>			
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**Goal #2: All students will demonstrate an increase in their ability to develop topics in their compositional writing of at least one point and, as an average for each grade, score at least 4 on the 6 point writing rubric.**

<b>Action Step</b>	<b>Measurable Outcomes/ Evidence</b>	<b>Timeline</b>	<b>Data</b>	<b>Progress</b>
<p>1. ELA teachers will receive embedded professional development in Write Traits and access to coaching support to implement the APS Writing Plan. Write Traits training will be offered to all teachers to support writing across the</p>	<p>Professional development offerings, agendas and resources.</p>	<p>ELA training begins: Sept Pro Dev, on-going</p> <p>Staff training begins: November</p>		

<p>2. All ELA teachers will implement the curriculum according to the 2009-2010 draft ELA curriculum map and pacing guide.</p> <p>3. Each student will demonstrate growth in her/his compositional writing on two benchmark writing assignments. These on-demand assessments will be administered under “MCAS conditions.” Feedback will be given to each student to support growth.</p> <p>4. Teachers and students will maintain in class student portfolios for writing. Students will be encouraged to re-visit and revise pieces of writing throughout the year to apply what they are learning. By the end of the year, students will have at least one piece of writing that exemplifies their best efforts in applying each trait of writing and explain verbally and in writing why they have selected each piece.</p>	<p>Lesson plans and learning walks and observations will demonstrate a focus on the monthly trait of writing and the use of the Write Traits program.</p> <p>Benchmark writing prompts.</p> <p>Using the Ideas rubric from Write Traits, student scores will improve by at least 1 point by May 15.</p> <p>Rubric scores for individual students will show growth throughout the school year, with at least a 1 point improvement by May 15.</p>	<p>Weekly lesson plans beginning in October</p> <p>Benchmarks: Fall Winter Spring</p> <p>Writing folder reviews: January April June</p>		
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**Goal # 3:** Increase the number and percent of special education students in the Proficient and Advanced categories and decrease the number and percent of special education student in the Warning and Needs Improvement categories in Math and ELA.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Conduct a review of the Special Education service delivery model. Review and implement recommendations. Focus includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Use of support staff</li> <li>• Delivery model</li> <li>• Structures to support learning and collaboration (such as schedule)</li> <li>• Lesson delivery &amp; instructional resources</li> <li>• Professional development needs</li> </ul>	<p>Special education review team visits</p> <p>Recommendation report presented</p> <p>Development and implementation of action steps as detailed in the report.</p>	<p>October</p> <p>October</p> <p>Implementation beginning in October, continuing throughout the 2009-2010 school year</p>		
<p>Conduct a program review of the LAP programs. Review 2008-2009 Program Review, review implementation of the 2009-2010 model and implement recommendations. Focus on:</p> <ul style="list-style-type: none"> <li>• Effective use of support staff</li> </ul>	<p>Development and implementation of action steps</p>	<p>Implementation beginning in September, continuing throughout the 2009-2010 school year</p>		

<ul style="list-style-type: none"> <li>• Program’s design and purpose</li> <li>• Schedule</li> <li>• Student achievement</li> <li>• Entrance and exiting criteria</li> <li>• Lesson delivery &amp; instructional resources</li> <li>• Professional development needs</li> </ul>				
<p>Clarify roles and expectations for general education, special education and support staff to ensure strategic deployment and constructive collaboration for General Education, Special Education and Support Staff.</p>	<p>Written roles and responsibility descriptions to ensure strategic deployment and constructive collaboration for General Education, Special Education and Support Staff.</p> <p>Schedules that best support the expectations for student support and constructive collaboration will be developed, implemented and monitored.</p> <p>Lesson plans will be submitted by all special education staff that clarify and identify the role each teacher will take in addressing student needs during a given lesson.</p>	<p>Fall 2009</p> <p>October 2009</p>		

Provide professional development in co-teaching.	<p>Professional development agendas</p> <p>Focused observations and learning walks documenting full implementation consistently throughout the school year.</p> <p>Staff feedback through written reflections and grade level meeting discussions</p> <p>Improved performance on math open response, ELA open response and growth on the Ideas rubric.</p>	<p>On-going PD and training 2009</p> <ul style="list-style-type: none"> <li>• ILAs</li> <li>• Inclusion staff</li> <li>• General Education staff</li> <li>• Support staff</li> </ul>		
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<b>Goal # 4: Family outreach efforts will result in improved effort, increased achievement and attendance</b>				
<b>Action Step</b>	<b>Measurable Outcomes/ Evidence</b>	<b>Timeline</b>	<b>Data</b>	<b>Progress</b>
<p>Develop and deliver programs to assist parents in supporting their child in ELA and Math:</p> <ul style="list-style-type: none"> <li>• Literacy Night</li> <li>• Math – Grade 5 &amp; 6: Algorithms in Everyday Math,</li> </ul>	<p>Participation rates and follow up assignments/tasks completed by the parents/guardians and their child.</p> <p>Individual student growth on the appropriate assessment results linked</p>	<p>MCAS Night: October</p> <p>Math Night: Winter</p>		

<ul style="list-style-type: none"> <li>• MCAS – How to read and use MCAS</li> </ul>	<p>to the topic such as:</p> <ul style="list-style-type: none"> <li>• Unit test in math</li> <li>• Writing samples in ELA</li> <li>• Percent correct on Accelerated Reader</li> <li>• Growth on the STAR reader</li> <li>• Increases in independent reading</li> </ul>	<p>Literacy Night I: Winter/Spring</p>		
<p>Communicate and follow through on the APS Attendance Policy to promote increased and sustained attendance patterns.</p> <p>Log efforts to involve families and community partners in partnering with families to get their child to school every day and on time.</p>	<p>Monitor and compare annual attendance rates each month.</p> <p>Monitor and compare weekly and monthly attendance of chronically absent or tardy students.</p>	<p>September 2009, on-going</p>		