

Mission

To provide daily rigorous instruction that ensures 90% mastery of state & county standards for all students. To engage students in an educational environment that encourages critical thinking, creative approaches to problem solving, and collaborative work. To ensure that all students feel safe and part of a school community that recognizes their knowledge, skills, and abilities as global citizens who are compelled to make the world a better place.

White Oak Middle School School Improvement Plan (SIP) 2008-09

PERFORMANCE RESULTS

Where are we headed?

Goal 1: Rigor

- 90% Advanced on End of Unit Assessments
- 90% Pass Semester/Final Exams
- LAS Links-Exit ESOL within 3 years
- 50% math & 70% reading Advanced MSA
- 100% pass Algebra HSA
- 80% Algebra Completion
- 80% of students in 1 or more Advanced, GT, or Honors course
- 70% of students on the honor roll

Goal 2: School Culture

- Increase satisfaction on County Climate Surveys
- 70% of students in extra-curricular activities
- Decrease monthly referrals and suspensions for all sub-groups
- Increase quarterly students in ABC Dance

LEADERSHIP

Vision

The White Oak Middle School community actively engages students, staff and parents in the learning process, and consistently communicates high expectations for all. Every day, in every class, all students will be engaged in collaborative learning, challenging curriculum, interactive technology and creative approaches to problem solving.

The Vision and Mission will be communicated through School Faculty Meeting agendas, Parent Meetings (PTSA and PALA), the school's web page, throughout school offices and in every classroom.

Student Stakeholder Focus

What do our students need?

Based on MSA data, County Assessments, and School Climate Survey we found that:

- Hispanic, FARMS, LEP, and Special Education student need to meet AMO in Reading
- FARMS, LEP, and Special Education need to meet the AMO in Math
- All students need to be engaged in a rigorous education as measured by increases in advanced scores on the Reading/Math MSA and increases in the numbers of students successfully completing algebra in all sub-groups.
- All students need to feel part of a learning community where everyone is treated with dignity and respect.

What do our parents need?

- Timely information about student academic progress. Use Edline technology to monitor student progress

STRATEGIC PLANNING

GOAL 1: RIGOR

Eliminate achievement gap between ethnic groups and increase percent of students scoring proficient and advanced on county and state indicators. See graphs.

GOAL 2: SCHOOL CULTURE

Cultivate a school community where students, staff and parents are respectful, responsible and ready for teaching and learning. See Matrix

PROCESS MANAGEMENT

How will we get there?

- Departments & Content Specialists
 - Summative Assessments, grade distributions, departmental data points, enrollment data, cohort planning notes
 - Formative/Summative assessments, Data Points, Range Finding, MSA Practice data
- Team Meetings (Weekly)
 - Kid talk, Best Practices and Results, Referral/Suspension data, Eligibility Lists, Attendance
- Leadership Meetings, Team leaders and admin, (Weekly)
 - GT enrollment/performance, Referral/Suspension data, school climate, honor roll/eligibility data (quarterly),
- Leadership Meetings, Resource Teachers and admin (Bi-weekly)
 - GT enrollment/performance, Formative assessments, best practices, MSA Practice data, observation data, Summative data, MAP-R, cohort planning note
- Vertical Articulation to inform scheduling decisions (Winter/Spring)

	Math	pro/adv	Reading	pro/adv
	2008	2009	2008	2009
AMO Targets	57.2	64.3	71.1	75.9
All Students Proficient	64.0	77.0	75	87.0
Am.Indian	na	na	na	na
Asian	81.8	77/50.0*	79.5	87/70.0*
African American	58.0	77/50.0*	73.2	87/70.0*
White	87.0	77/50.0*	93.1	87/70.0*
Hispanic	49.0	77/50.0*	63.9	87/70.0*
FARMS	46.3	77/50.0*	63.3	87/70.0*
Special Ed	35.4	15.0*	34.4	87/15.0*
LEP	27.8	15.0*	39.2	87/15.0*

Green text = Safe harbor Red text = not met
See attached graph * = Advanced score on MSA

FACULTY AND STAFF FOCUS

What does our staff/faculty need?

Differentiation and Equitable Practices

- Grouping Techniques
- Characteristics of Adolescent Learners
- Co-teaching, collaboration and cohort planning strategies
- Strategies to engage and accelerate English Language L→earners

Rigor Techniques and Routines

PACE & -----model

Monitoring Tools (VSC)

- Data Monitoring focused on outcomes
 - ORID process
- Using unit data, Map-R, classroom data points to modify instruction
- Range finding practices
- Using Informational Text Processes across Content areas
- Reading Intervention Trainings (Read 180, Corrective Reading, Read About)

Using Technology to modify

instruction (Kurzweil, Promethean, Co-writer, Edline)

BCRs across the content areas

ACE strategy & graphic organizers

Vocabulary strategies across the content areas

Seek and Share best practices

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

What tools will we use to monitor progress?

Goal 1: Rigor

- GT/Adv Course Enrollment Data
- GT Performance Data
- Practice MSA (3)
- SRI (Read 180)
- MAP-R and trend data
- Departmental Data Points
- Formative Assessments
- County Formative Assessments
- Interim/Report Cards
- Corrective Reading Assessments
- Math/Reading Intervention Enrollment
- Honor Roll/Eligibility Data
- Attendance Data
- cohort planning notes
- Walk-Through Data

Goal 2: School Culture

- Referral & Suspension Data
- In-house & SGA climate Survey
- Attendance Data
- Walk-Through Data