

STUDENT AND STAKEHOLDER FOCUS

As a result of our root-cause analysis (RCA) it was determined that all students need teachers to:

Instructional Focus:

In order to increase engagement and access to curriculum, all students, especially our Hispanic/ESOL students, need teachers who will:

- Identify essential outcomes (content) and adjust teaching using SIOP-based strategies to ensure understanding,
- Use multiple methods to deliver the content to students in order to meet various learning profiles, and
- Provide choice for students to demonstrate their knowledge of the content

Cultural Proficiency Focus:

All students, especially our Hispanic students, need teachers to create supportive learning environments that are conscious of race and culture to ensure implementation of culturally responsive practices, policies and procedures.

FACULTY AND STAFF FOCUS

Teachers will need professional development on:

- Conducting courageous and crucial conversations around race and its impact on teaching and learning
- Identifying and creating specific classroom strategies to support our Hispanic and ESOL students
- Upholding equitable and consistent grading practices within cohorts
- Planning for instruction through the analysis of various measures of data
- Implementing specific professional development highlighting culturally responsive teaching
- Coaching conversations on data analysis

Leaders will need professional development on:

- Facilitating development around the cultural proficiency focus to lead staff in professional development
- Supporting the use of specific classroom strategies to support Hispanic and ESOL students
- Facilitating collaborative planning to engage cohorts in level 2 and 3 planning

Earle B. Wood Middle School 2017-2018 School Improvement Plan DRAFT *(Updated 2/13/18)*

LEADERSHIP

Our vision is to create a school where everyone achieves and everyone is supported.

Our Mission

Earle B. Wood Middle School is a community of adolescent and adult learners elevated by effective instruction, ongoing feedback, data-driven decisions, and collaboration. We recognize the needs of the adolescent learner and support each student while maintaining high academic and behavioral expectations, addressing social-emotional needs, and forming meaningful relationships.

Shared Values: consistency, high expectation, collegiality and teamwork, achievement, commitment, professional excellence, caring and celebration

STRATEGIC PLANNING

Math: Our school will ensure that all students make progress towards achieving at least two of three measures in the evidence of learning framework for mathematics and will specifically increase the percentage of Hispanic/ESOL students achieving these milestones from 21% to 32% Additionally, our school will increase the percentage of Hispanic students who complete Algebra I by the end of 8th grade with a C or higher from 67% to 73%

Literacy: Our school will ensure that all students make progress towards achieving at least two of three measures in the evidence of learning framework for literacy and will specifically increase the percentage of Hispanic/ESOL students achieving these milestones from 13% to 26%

Climate: Expectations, work performance feedback and rules are clearly defined and consistently communicated to all stakeholders in order to increase the staff and student connectedness section of the MDS3 climate survey by 15%.

PROCESS MANAGEMENT

The following structures and processes will be implemented and monitored to address student needs:

1. Weekly data driven collaborative planning to differentiate instruction in order to meet the needs of all students, especially our Hispanic/ESOL students.
2. Bi-weekly professional development to support the school improvement foci.
3. Frequent, results-focused data analysis conversations that use classroom data (common assessments, student voice data) and Evidence of Learning milestones to monitor student progress, with an emphasis on Hispanic/ESOL.
4. Progress Check/Common Writing Task back mapping planning to ensure alignment of instruction and effective ELL strategies.
5. Focused observations by instructional leaders and colleagues with feedback/reflective conversations on culturally responsive teaching practices and differentiation of content and product to meet the needs of our Hispanic/ESOL students.
6. Daily advisory period (HERD) to establish and maintain student relationships to support academic performance.
7. Ineligibility meetings with parents and/or students.
8. Focused Kid-Talk discussions that implement instructional strategies and interventions to address student academic and behavioral needs.
9. Check-n-Connect to build relationships and establish advocacy for at-risk students.

PERFORMANCE RESULTS

EOL Measurements

See Attached Pages

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Progress will be measured and analyzed using data from:

- Collaborative Planning Observation Data (Level 2 data)
- Learning Progression Data Results (Level 2 data)
- Teacher Voice Data (Level 3 data)
- Focused Classroom Observation Data, including Informal Observations (Level 4 data)
- Student Voice Data (Level 5 data)

Classroom Level

Wood Middle School Evidence of Learning 2016-2017 EOY Data Classroom Level: English

Grade 6	All	HI	HI-ELL	ELL	BL	AS	WH
C or Higher Q1 & 2	87%	78%	76%	78%	87%	97%	99%
B or Higher Q2	77%	62%	58%	64%	72%	97%	98%

Grade 7	All	HI	HI-ELL	ELL	BL	AS	WH
C or Higher Q3 & 4	83%	73%	69%	73%	83%	88%	93%
B or Higher Q4	73%	58%	54%	59%	70%	85%	90%

Grade 8	All	HI	HI-ELL	ELL	BL	AS	WH
C or Higher Q3 & 4	79%	66%	62%	66%	86%	83%	89%
B or Higher Q4	66%	52%	47%	54%	62%	78%	78%

*ELL-Ever ESOL

Classroom Level: Mathematics

Grade 6	All	HI	HI-ELL	ELL	BL	AS	WH
C or Higher Q1 & 2	89%	81%	78%	82%	91%	97%	98%
B or Higher Q2	83%	73%	66%	76%	80%	97%	94%

Grade 7	All	HI	HI-ELL	ELL	BL	AS	WH
IM C or Higher Q3 & 4	83%	60%	74%	81%	80%	97%	90%
IM B or Higher Q4	68%	57%	61%	69%	63%	85%	77%
Math 7 B or Higher Q3 & 4	59%	56%	50%	40%	67%	N/A	100%
Math 7 A in Q4	47%	33%	50%	40%	33%	N/A	75%
Algebra 1 C or Higher Q3 & 4	93%	100%	100%	100%	100%	100%	96%
Algebra 1 B or Higher Q4	93%	100%	100%	100%	100%	100%	96%
Met Math EOL Q3 & 4	80%	59%	68%	74%	74%	92%	92%
Met Math EOL Q4	68%	55%	56%	65%	58%	82%	82%

*Grade 7 Math Enrollment: 78% in IM/ 13% in Alg1/ 5% in Math 7/ 4% in other

Grade 8	All	HI	HI-ELL	ELL	BL	AS	WH
Algebra 1 C or Higher Sem1 & 2	95%	95%	94%	94%	92%	96%	96%
Algebra 1 B or Higher Sem 2	86%	79%	72%	80%	88%	96%	89%
Math 8 B or Higher Q3 & 4	46%	44%	41%	44%	30%	100%	73%
Math 8 A in Q4	16%	13%	11%	16%	10%	100%	9%
Hon Geometry C or Higher Q1 & 2	98%	100%	100%	100%	100%	100%	96%
Hon Geometry B or Higher Q2	98%	100%	100%	100%	100%	100%	92%
Meet Math EOL 2 Q/Semesters	84%	78%	71%	76%	74%	97%	92%
Meet Math EOL Q4	72%	59%	49%	60%	67%	97%	80%

**Grade 8 Enrollment: 66% in Alg1/ 17% in Math 8/ 14%in Hon G/Alg2/ 3% in other*

District Level

District Level: English

Grade 6	All	HI	BL	AS	WH	ESOL
C or Higher on Q4 Assessment	65%	45%	67%	86%	89%	3%

Grade 7	All	HI	BL	AS	WH	ESOL
C or Higher on Q4 Assessment	60%	46%	54%	61%	77%	15%

Grade 8	All	HI	BL	AS	WH	ESOL
C or Higher on Q4 Assessment	62%	45%	45%	74%	83%	7%

District Level: Mathematics

Grade 6	All	HI	BL	AS	WH	ESOL
C or Higher on Q1 Assessment (Math 6/IM)	72%	57%	70%	93%	90%	18%

Grade 7	All	HI	BL	AS	WH	ESOL
C or Higher on Assessment(s) (Q1: Math 7/IM) or (Q3 or Q4 Alg1/Hon Geo)	48%	37%	34%	61%	65%	18%

**Missing Data*

Grade 8	All	HI	BL	AS	WH	ESOL
C or Higher on Assessments (Q3 or Q4 Alg1/Hon Geo) or (Q1 Math 8)	84%	79%	71%	94%	90%	41%

External Level

2017 Spring MAP-R		
Asian	Not Met	Met
GR 6	24%	76%
GR 7	18%	82%
GR 8	15%	85%
Black	Not Met	Met
GR 6	35%	65%
GR 7	38%	62%
GR 8	29%	71%
Hispanic	Not Met	Met
GR 6	53%	47%
GR 7	47%	53%
GR 8	45%	55%
White	Not Met	Met
GR 6	17%	83%
GR 7	16%	84%
GR 8	15%	85%
ESOL	Not Met	Met
GR 6	100%	0%
GR 7	97%	3%
GR 8	93%	7%

2017 Spring MAP-M		
Asian	Not Met	Met
GR 6	30%	70%
GR 7	32%	68%
GR 8	18%	82%
Black	Not Met	Met
GR 6	56%	44%
GR 7	66%	34%
GR 8	40%	60%
Hispanic	Not Met	Met
GR 6	79%	21%
GR 7	68%	32%
GR 8	53%	47%
White	Not Met	Met
GR 6	29%	71%
GR 7	34%	66%
GR 8	20%	80%
ESOL	Not Met	Met
GR 6	100%	0%
GR 7	97%	3%
GR 8	93%	7%

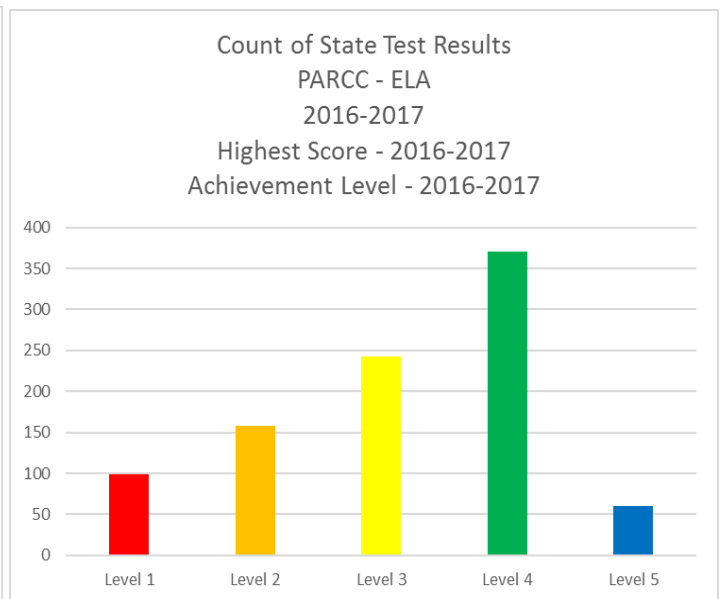
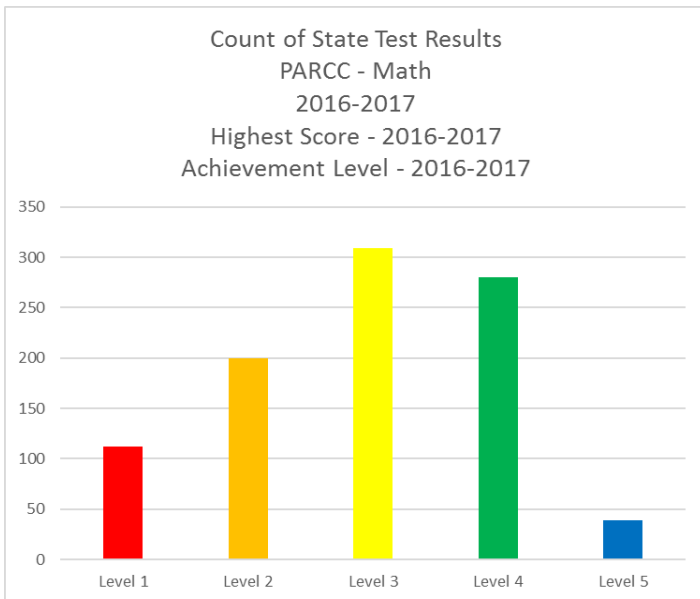
2017 Spring PARCC (2017-2018 Enrollment)

Mathematics-Scored 3 or Higher

Grade	All	Asian	African American	Hispanic	White	ESOL
6	61%	83%	46%	47%	81%	8%
7	60%	93%	52%	41%	84%	3%
8	62%	73%	44%	55%	77%	11%

ELA- Scored 3 or Higher

Grade	All	Asian	African American	Hispanic	White	ESOL
6	62%	76%	51%	51%	77%	0%
7	64%	81%	54%	50%	89%	3%
8	71%	80%	63%	60%	83%	7%



MAP R Trend Data

2015 Algebra 1 with C or better:

ALL	87%
Asian	96%
Black	78%
Hispanic	80%
White	94%

2016 Algebra 1 with C or better:

ALL	73%
Asian	83%
Black	81%
Hispanic	57%
White	83%

2017 Algebra 1 with C or better:

ALL	88%
Asian	97%
Black	90%
Hispanic	78%
White	92%

2015 Spring MAP-R		
Asian	Not Met	Met
GR 6	7%	93%
GR 7	15%	85%
GR 8	10%	90%
Black	Not Met	Met
GR 6	42%	58%
GR 7	33%	67%
GR 8	38%	62%
Hispanic	Not Met	Met
GR 6	52%	48%
GR 7	42%	58%
GR 8	44%	66%
White	Not Met	Met
GR 6	18%	82%
GR 7	15%	85%
GR 8	9%	91%
ESOL	Not Met	Met
GR 6	88%	12%
GR 7	87%	13%
GR 8	100%	0%

15-16 Growth	
Asian	
Down 19	
Up 8	
No change	
Black	
Down 2	
Up 2	
Up 14	
Hispanic	
Down 1	
Down 2	
Down 8	
White	
Up 2	
Up 9	
Down 1	
ESOL	
Down 12	
Down 13	
Up 7	

2016 Spring MAP-R		
Asian	Not Met	Met
GR 6	26%	74%
GR 7	7%	93%
GR 8	10%	90%
Black	Not Met	Met
GR 6	44%	56%
GR 7	31%	69%
GR 8	24%	76%
Hispanic	Not Met	Met
GR 6	53%	47%
GR 7	44%	56%
GR 8	42%	58%
White	Not Met	Met
GR 6	16%	84%
GR 7	7%	94%
GR 8	10%	90%
ESOL	Not Met	Met
GR 6	100%	0%
GR 7	100%	0%
GR 8	93%	7%

16-17 Growth	
Asian	
Up 2	
Down 11	
Down 5	
Black	
Up 9	
Down 7	
Down 5	
Hispanic	
No change	
Down 3	
Down 3	
White	
Down 1	
Down 10	
Down 5	
ESOL	
No change	
Up 3	
No change	

2017 Spring MAP-R		
Asian	Not Met	Met
GR 6	24%	76%
GR 7	18%	82%
GR 8	15%	85%
Black	Not Met	Met
GR 6	35%	65%
GR 7	38%	62%
GR 8	29%	71%
Hispanic	Not Met	Met
GR 6	53%	47%
GR 7	47%	53%
GR 8	45%	55%
White	Not Met	Met
GR 6	17%	83%
GR 7	16%	84%
GR 8	15%	85%
ESOL	Not Met	Met
GR 6	100%	0%
GR 7	97%	3%
GR 8	93%	7%

MAP M Trend Data

2016 Spring MAP-M		
Asian	Not Met	Met
GR 6		
GR 7		
GR 8	19%	81%
Black	Not Met	Met
GR 6		
GR 7		
GR 8	29%	61%
Hispanic	Not Met	Met
GR 6		
GR 7		
GR 8	50%	50%
White	Not Met	Met
GR 6		
GR 7		
GR 8	21%	79%
ESOL	Not Met	Met
GR 6		
GR 7		
GR 8	83%	17%

16-17 Growth
Asian
1+
Black
1+
Hispanic
3-
White
1+
ESOL
14-

2017 Spring MAP-M		
Asian	Not Met	Met
GR 6	30%	70%
GR 7	32%	68%
GR 8	18%	82%
Black	Not Met	Met
GR 6	56%	44%
GR 7	66%	34%
GR 8	40%	60%
Hispanic	Not Met	Met
GR 6	79%	21%
GR 7	68%	32%
GR 8	53%	47%
White	Not Met	Met
GR 6	29%	71%
GR 7	34%	66%
GR 8	20%	80%
ESOL	Not Met	Met
GR 6	100%	0%
GR 7	100%	0%
GR 8	97%	3%