

# Sligo Middle School SIP Linkages Chart

2015—2016 Working Draft

## Student and Stakeholder Focus

As a result of the root-cause analysis, it was determined that:

### Instructional Focus

students need teachers to check for understanding of students' progress toward mastering the objective/learning goal in multiple, varied, and equitable ways throughout the lesson.

### SEL/Equity focus

students need all teachers to build and facilitate a warm, safe, supportive and engaging environment where students are enabled to grow independently and collaboratively.

## Faculty and Staff Focus

Teachers will receive professional development on the following in order to meet students' needs:

- Checking for understanding
- Assessing for student learning
- Using assessments to guide instruction
- Collaborative planning
- Relationship building between staff with staff, and staff with students
- Culturally responsive teaching

Leaders will receive on-going professional development on the following:

- Coaching practices to support effective use of data
- Coaching practices for effective facilitation of collaborative planning
- Building capacity for facilitating staff trainings

## Leadership \*See attachment

### Strategic Planning

To meet or exceed the reading and math proficiency scores for all subgroups with a focus on Hispanic students as measured by MAP-R scores, Algebra 1 enrollment, and Early Warning Indicator data.

**Cultural Proficiency Goal:** To eliminate the achievement gap by decreasing the percentage of Hispanic students needing high support from 65.79% to 43%.

**Literacy Goal:** To increase the percentage of Hispanic students scoring proficient or advanced on MAP-R from:

Grade 8: 52% to 100%

Grade 7: 47% to 100%

Grade 6: 49% to 100%

**Math Goal:** To increase the percentage of Hispanic students enrolled in Algebra 1 from 20% to 43%.

### Process Management

As a result of the root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:

- Walk-throughs
- Weekly collaborative planning meetings
- Formal and informal observations
- Student focus groups
- Monthly department data meetings focused on using data to drive instruction
- Monthly kid talk discussions and implementation of support plans for students

## Organizational Performance Results

### Milestone Data

\*See attachment

Literacy: Students Reading at Proficient and Advanced levels on MAP-R

Math: Completion of Algebra 1 with a grade of "C" or higher

Cultural Proficiency: EWI Data

## Measurement, Analysis, and Knowledge Management

Progress will be monitored using the following tools:

- Implementation of Student Learning Objectives (SLOs)
- MAP-M and MAP-R scores
- Algebra 1 assessments and student grades
- PARCC assessment
- Student, teacher, and parent voice data
- Report Card Data
- Formal and informal common assessments
- Formal and informal observations

## Leadership

This plan is communicated to staff through staff, content, interdisciplinary team meetings, and collaborative planning time. The plan is communicated to students through daily lessons, BEST, town hall meetings, and WSLI. The plan is communicated to parents with quarterly principal updates, the Sligo MS website, Connect-Ed messages, and PTSA meetings. All staff will communicate our shared vision, mission, and core values.

**Vision:** Sligo Middle School is a professional learning community who believes in academic excellence for all students. Through a collaborative, rigorous instructional program, we provide a positive, safe, supportive learning environment where students become skilled, productive members of a global society.

**Mission:** Sligo Middle School will increase the rigor of its educational programs, increase student achievement, and eliminate the achievement gap through collaborative, data-driven, differentiated academic programs and varied social opportunities.

**Core Values:**

- Every child can learn.
- Every teacher cares about his or her students' well-being and educational success.
- Every individual in the building is respected.
- SMS is a safe place for learning to occur.

# Organizational Performance Results

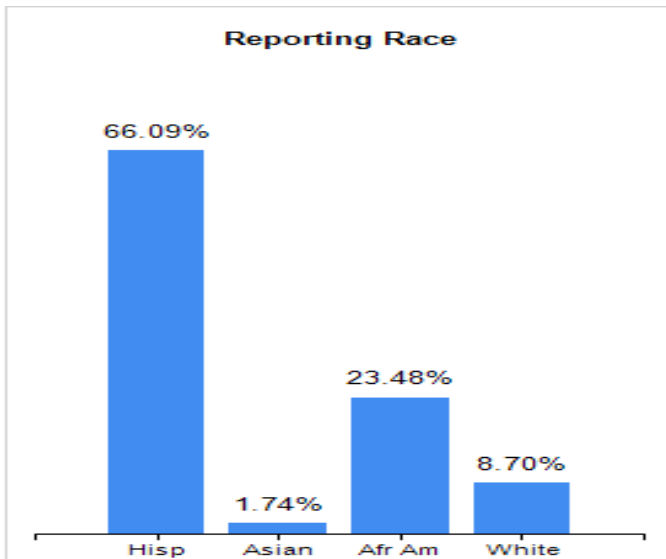
## MAP-R

| Grade 6                        | Fall 2015  | Winter 2016                              | Spring 2016                              |
|--------------------------------|--|--|--|
| <b>Ethnic Group/ Sub-group</b> | <b>% of students at/ above benchmark (209-224)</b> | <b>% of students at/ above benchmark</b> | <b>% of students at/ above benchmark</b> |
| Asian                          | 79%  |  |  |
| Black/ African American        | 73%  |  |  |
| Hispanic                       | 52%  |  |  |
| Multi-racial                   | 88%  |  |  |
| White                          | 95%  |  |  |
| ESOL                           | 58%  |  |  |
| FARMS                          | 56%  |  |  |
| SpED                           | 15%  |  |  |

| Grade 7                        | Fall 2015  | Winter 2016                              | Spring 2016                              |
|--------------------------------|--|--|--|
| <b>Ethnic Group/ Sub-group</b> | <b>% of students at/ above benchmark (213-226)</b> | <b>% of students at/ above benchmark</b> | <b>% of students at/ above benchmark</b> |
| Asian                          | 86%  |  |  |
| Black/ African American        | 57%  |  |  |
| Hispanic                       | 47%  |  |  |
| Multi-racial                   | 100%   |  |  |
| White                          | 86%  |  |  |
| ESOL                           | 50%  |  |  |
| FARMS                          | 47%  |  |  |
| SpED                           | 14%  |  |  |

| Grade 8                        | Fall 2015  | Winter 2016                              | Spring 2016                              |
|--------------------------------|--|--|--|
| <b>Ethnic Group/ Sub-group</b> | <b>% of students at/ above benchmark (217-230)</b> | <b>% of students at/ above benchmark</b> | <b>% of students at/ above benchmark</b> |
| Asian                          | 67%  |  |  |
| Black/ African American        | 74%  |  |  |
| Hispanic                       | 49%  |  |  |
| Multi-racial                   | 67%  |  |  |
| White                          | 93%  |  |  |
| ESOL                           | 52%  |  |  |
| FARMS                          | 47%  |  |  |
| SpED                           | 19%  |  |  |

**EWI Data — Students Needing High Support**



**Algebra 1 Enrollment**

**There are 79 students in Algebra this year. 16/79 are Hispanic. 20%**