

Roosevelt Middle School - School Improvement Goals

Created and adopted by the 2016-17 RMS Site Council

Improvement in Writing Outcomes

The percentage of 8th grade Roosevelt Middle School students scoring 4 (or above) in all sub-categories of the Roosevelt Writing Work Sample Scoring Guide will rise to 85% during the two-year period of 2016- 2018.

Improvement Plan:

LANGUAGE ARTS SCHOOL IMPROVEMENT GOAL ACTION PLAN- Developed by Jeff Wyman in coordination with the Language Arts team

- 1. All language arts teachers will thoroughly instruct students on the following three modes of writing: narrative, argumentative, explanatory (expository).*
- 2. Student growth and proficiency for 8th graders will be assessed on a 5 point rubric scale, targeting ideas & content, organization, sentence fluency, conventions. Additionally, students will be less formally evaluated on voice/word choice, even though this trait is not specifically delineated in the Common Core State Standards.*
- 3. Language arts teachers will collaborate on ideas, techniques, and strategies to better implement the above plans.*
- 4. Language arts teachers will facilitate the goal of writing across the curriculum to:
 - a. Give students a wider exposure to writing in all content areas.*
 - b. Help students improve their writing skills and, thereby, attain the targeted “4” (proficient) or above (“5”/highly proficient) on the language arts writing rubric by the end of their 8th grade year.**
- 5. Although the school improvement goal specifically targets 8th graders, all language arts students will be instructed and assessed on the above plan of action.*
- 6. Support language arts skill acquisition in students by monitoring and recommending students, when needed, to an intervention system for reading and writing.*

Improvement in Math and Language Arts Outcomes

The percentage of 8th grade Roosevelt Middle School students scoring proficient on the new OAKS benchmarks in math will increase from the 2016 results of 64% proficient to 75% proficient by 2018.

Improvement Plan:

MATHEMATICS SCHOOL IMPROVEMENT ACTION GOAL- Developed by Eric Gower in coordination with the mathematics team.

- 1. Develop systems and assessments to accurately place students in classes that support student math abilities most accurately.*
- 2. Collaboratively plan diversified instruction for students of variable math ability to support the goals of the College Preparatory Mathematics curriculum.*
- 3. Collaboratively plan a system of assessing and recommending students for intervention in mathematics.*
- 4. Develop assessments and lessons collaboratively to allow for effective sharing of strategies and best practices.*

The percentage of 8th grade Roosevelt Middle School students scoring proficient on the new OAKS benchmarks in language arts will increase from the 2016 results of 78% proficient to 85% proficient by 2018.

See above: In addition, Language Arts teachers will collaborate and share information related to improving critical reading skills of students in language arts and in content areas.

Improvement of Climate

For climate improvement goals, the Roosevelt Site Council has constructed a series of questions to ask students that align with our mission statement and school climate. Since the questionnaire is new, we will wait for baseline data before formulating goals.

1. Our school encourages me to pursue the things I'm good at and enjoy. (2017- 52% of students agree or strongly agree)
2. My advisor helps and guides me if I'm having problems with other students. (2017- 59% of students agree or strongly agree)
3. My advisor helps me study and be successful in my classes. (2017- 53% of students agree or strongly agree)
4. House encourages students to respect each other and the school. (2017- 51% of students agree or strongly agree)

Improvement Plan

1. *Initiate a process with the full Roosevelt instructional staff that will clarify the role of House advisors to consistently impact the academic, social, and climate goals for Roosevelt Middle School students. Define goals for House and Advisor roles that impact student academic practices, student academic and social support, as well as school climate.*
2. *Commit to create and define leadership roles for guidance on House instructional minutes.*
3. *Create climate goals to measure the perception of students related to school safety and staff support of students.*
4. *Strive to improve community connections; Outreach; Parent Involvement- Respecting self, school, community*

Improvement of High School Outcomes

95% of alumni of Roosevelt attending SEHS will achieve 6 or more credits during the 9th grade year.

90% of alumni of Roosevelt attending SEHS will achieve 7 or more credits during the 9th grade year.

Improvement Plan:

- 1. Initial implementation of "AVID Schoolwide" in order to build coherence for students and staff around academic practices and skills that assist in academic success in middle and high school. This strategy will help students entering high school be prepared for an academic environment in which students are expected to demonstrate more academic independence (based upon Advice from SEHS Admin)*
- 2. Create curriculum, lessons, and strategies that assist students in self- advocacy and healthy social environments. In addition, this system should allow for "gradual release", so that students who are older will be expected to be more skilled than students who are younger. This strategy will help students entering high school be prepared for an academic environment in which students are expected to demonstrate more academic independence. It is recommended that instructors give students experience with monitoring and tracking grade and assignments through StudentVue grading system while emphasizing learning as being more important than grades. (based upon Advice from SEHS Admin)*
- 3. Develop interventions for students who are behind in reading, writing, and math. This strategy will help students who are entering high school to be prepared for an academic environment in which students are expected to read, write, and calculate at the high school level. (based upon Advice from SEHS Admin)*
- 4. Implement Truancy processes for students who are considered chronically absent. This strategy will support academic growth and healthy behaviors for success in school. This strategy will also allow schools to create support plans for students. (based upon Advice from SEHS Admin)*
- 5. Creating better people: This will show students how to be a role model, and not just focus on grades. This will help students to learn how to create strong healthy relationships and with social / emotional growth. It will teach them personality and character matters, and who they are. Character traits like compassion, honesty, respect, and kindness could be explicitly taught (in House or other areas) to build understanding of what a "better person" looks like.*