

WAVERLY MIDDLE SCHOOL

SCHOOL IMPROVEMENT
REPORT
MAY 3, 2010

MATHEMATICS GOAL

- ▣ The percentage of students at the mastery level of state objectives will increase 5% each year.

THE MATH TEAM

- ▣ KERRY BILADEAU
- ▣ CLAYTON BURCH
- ▣ DAVE GORBE
- ▣ KATHIE MCDANIEL
- ▣ DIANNE PALMER
- ▣ TONY PECORARO
- ▣ DAVE PIKE
- ▣ MIKE SCHRINER
- ▣ LUANN STUIBLE
- ▣ BARB TATE

UNDERSTANDINGS...

- ▣ The goals are defined by the state.
- ▣ They need to reach mastery of the goals here because they will not have time at the high school.
- ▣ They will use graphing and other mathematics outside of mathematics class.

ESSENTIAL QUESTIONS

- ▣ How do you express patterns using graphs, equations, etc.?
- ▣ What is the purpose of mathematics?
- ▣ When am I going to use this?

PERFORMANCE TASKS

- ▣ Course exit exams
- ▣ Course unit exams
- ▣ State exams
- ▣ Newly designed two hour block mathematics class for struggling 7th and 8th graders
- ▣ Response to Intervention Strategies
- ▣ Middle School Leadership Team

EVIDENCE

- ▣ Pre/post tests
- ▣ Homework
- ▣ Remedial pre/post assessments
- ▣ AIMS-WEB Testing
- ▣ Study Island Activities and Testing

LEARNING ACTIVITIES

- ▣ Bell work to review previously taught material and basic concepts
- ▣ Cross-content connections and helping students make math connections in other classes
- ▣ Have students write about how they utilized math concepts to do their work in other curricula

LEARNING ACTIVITIES CONTINUED

- ▣ Show mathematical strategies/terminologies when used in other classes.
- ▣ Make connections to other classes.
- ▣ Response to Intervention

READING GOAL

- ▣ All students will increase their level of reading at least one grade level.

THE READING TEAM

- ▣ RUTH LAMB
- ▣ MICHELLE DEBRABANDER
- ▣ JEREMIAH BAYNES
- ▣ VICKI CAMERON
- ▣ LIZ GARDNER
- ▣ KATHY JENKINS
- ▣ HEATHER LEWIS
- ▣ ANNE MAZNER
- ▣ LES MIDGETT
- ▣ LINDA REIK
- ▣ BETH SLUSHER
- ▣ JENNIFER VANCE

UNDERSTANDINGS...

- ▣ The goal of reading is to make meaning from text
- ▣ Continual practice reinforces reading skills
- ▣ Effective readers use specific strategies to help them better understand
 - Using context clues, predicting what will come next, questioning the text, re-reading

UNDERSTANDINGS CONTINUED

- ▣ Understanding a text's structure helps one understand its meaning
- ▣ Different types of texts have different structures
 - Narrative, mystery, biography, expository, persuasive
- ▣ Reading and writing are connected

ESSENTIAL QUESTIONS

- ▣ How do we derive meaning from text?
- ▣ What is the purpose of reading?
- ▣ How will improving my reading ability impact my life?
- ▣ What are my reading strengths and weaknesses?
- ▣ Why are texts written with different styles and genres?
- ▣ What is the difference between reading for information and reading for pleasure?

STUDENTS WILL...

- ▣ Utilize their skill and strategies in reading to accomplish specific texts presented
- ▣ Summarize text in their own words
- ▣ Identify at least three (3) strategies they can use to decode text
- ▣ Understand cause and effect
- ▣ Identify and name strategies when asked

EVIDENCE

- ▣ Pre/post tests
- ▣ Homework
- ▣ Remedial pre/post assessments
- ▣ AIMS-WEB Testing
- ▣ Study Island Activities and Testing
- ▣ Gates-McGinnity Testing

LEARNING ACTIVITIES

- ▣ Model reading strategies
- ▣ Set up a calendar of strategies that will be emphasized of Pre-, During-, and Post-Reading with strategies within each category of focus
- ▣ Create departmental word walls to be displayed throughout the year
- ▣ Create common reading across departments and school each week
- ▣ Utilize RtI Interventions

WRITING GOAL

- ▣ Students will become fluent in the writing process, understand and implement the writing process, and be able to write a five paragraph essay.

THE WRITING TEAM

- ▣ LAUREL TROMBLY
- ▣ SARA BLESSING
- ▣ JAN DUFFY
- ▣ BRENDA GIBSON
- ▣ MONICA JONES
- ▣ CASSANDRA HAILEY
- ▣ YOLANDA HARRIS
- ▣ FRANK KLEIN
- ▣ NICK NIEDERQUELL
- ▣ DEB QUINN
- ▣ SAM SICILIA
- ▣ BETH WEINSTEIN
- ▣ GARY WILSON

UNDERSTANDINGS...

- ▣ They have an audience (for whom they are writing)
- ▣ There are different genres and how to identify them
- ▣ The purpose of writing
- ▣ The writing process

ESSENTIAL QUESTIONS

- ▣ What is the purpose of writing?
- ▣ What makes a good writer?
- ▣ What are my writing strengths and weaknesses?
- ▣ How will improve my writing ability impact my life?
- ▣ Why are there different writing styles/types?
- ▣ What is the difference between writing to give information and writing for fun?

STUDENTS WILL...

- ▣ Use a variety of tools to effectively develop their writing piece
- ▣ Use multiple pre-writing strategies
- ▣ Peer review
- ▣ Use revision-proofreader's checklist
- ▣ Use a rubric
- ▣ Identify and implement the steps in the writing process
- ▣ Write an effective five paragraph essay

EVIDENCE

- ▣ Tools they use to develop their writing piece
- ▣ Writing strategies
- ▣ Essay questions
- ▣ Writer's notebooks
- ▣ Interactive notebooks

LEARNING ACTIVITIES

- ▣ Graphic organizers
- ▣ Examples of good and bad writing
- ▣ Topics/genres
- ▣ Writing process
- ▣ Similar rubrics (general) “big stuff”
- ▣ 7/8 grade portfolio for writing (electronic)
burn it to disc before high school
- ▣ Network based portfolios (google docs)
- ▣ Posters with the writing process in every classroom