

Oak Hill Middle School Improvement Plan 2013-2016

Goal 1	Improve achievement for all students, including narrowing achievement gaps for identified student groups.
1.	Implement a <i>Student Study Team</i> system and procedures to assist teachers in supporting students, and to oversee the Tiered Intervention process (entry/exit to Labs).
2.	Design and schedule Gr. 7 & 8 Literacy and Math Labs using .5 FTE each in Math and Literacy. Identify entry/exit criteria, assessment and progress monitoring procedures, process for communicating w/parents.
3.	Implement Gr. 6 Literacy lab to support students not meeting identified benchmarks.
4.	Literacy and Math Lab assessment results reviewed 3x/year by SST, administrative team; results shared with Grade Level Teams and multi-team teachers. Make adjustments to interventions and/or classroom approaches for particular students, as warranted.
5.	Define Tier 1 effective instructional strategies (e.g. Making Thinking Visible, questioning strategies, fostering higher order thinking skills, Claims-Evidence-Reasoning, 'productive talk') using the new Supervision & Evaluation rubric so that practices can be consistently used, shared among teachers and monitored by school-based and district supervisors/evaluators.
Goal 2	Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide focused and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
1.	Strengthen the emerging culture of collaborative teacher leadership where teachers participate in shared planning and decision-making, assist in leading professional development opportunities (such as SST, 'Community', etc.) *
2.	Provide appropriate structures to support effective teaming within the school day including team and GLD meetings. (Note: <i>FAA, Tech, Health will continue to meet monthly with discipline-specific department colleagues from 2-4 of the district middle schools</i>) *
3.	Establish a protocol (e.g. cycle of inquiry) that clarifies how team teachers and grade-level departments should collaborate and make effective use of meeting times. Team-based and grade-level-department-based action steps can be viewed as a continuum that includes the following to allow for the various needs of each team of teachers: 3a. Identify essential skills all students must acquire for all courses. (with curriculum coordinators/citywide work, refined at school level) 3b. Based on pre-identified data (pre/post, formative & summative assessments) develop a team smart goal for improved student learning. (<i>*SMART goal = Specific & Strategic, Measurable, Attainable, Results-Oriented, Timebound</i>) * This also supports the intent of the ne Evaluation/Supervision instrument that requires SMART goals. 3c. Common formative and summative assessments to be created during weekly and/or bi-weekly grade-level content meetings; administered and reviewed at least once quarterly. Professional development will be provided to explore and refine use of common assessments and ability to analyze results for improved learning. 3d. Identify any student who does not meet the established objectives in order to provide appropriate interventions to ensure all essential skills, content and strategies have been acquired. Literacy and Math Labs provide interventions in concert with teacher supports.
4.	Develop common homework guidelines that are consistent across teams of teachers and subject areas.
5.	Teachers will engage in Peer Observations at least twice per year as a means for self-reflection on practice and for expanding pedagogy repertoires and content knowledge.
Goal 3	Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.
1.	Refine and administer feedback surveys to assess student feeling of being connected to at least one adult in the building. Develop a process for analyzing the survey results and developing action steps for addressing areas of concern.
2.	'Community' block: a) Continue to meet in weekly block following a consistent structure across all 'Communities' - <i>Greeting, Sharing/Activity, Closure; shared leadership with students</i> and b) Continue to be aware of and address the ways adults and peers can be connected through continued dialogue and reflection on the structure, content and procedures.
3.	The Community Planning Team (CPT) will revisit the goals and intent of 'Community' to include possible school-wide connections or themes.
4.	Continue to implement the anti-bullying policy and ensure all community members have clear avenues for sharing their concerns when incidents occur.
5.	Provide Educators with professional development regarding the need for and implementation of School-Wide Positive Behavior Intervention and Supports' (SWPBIS: is organized around three main themes: prevention; multi-level support; and data-based decision-making)
6.	Professional development includes use of a text such as <i>The Power of Our Words: Teacher Language that Helps Children Learn</i> by Paula Denton that helps teachers envision how they can communicate with students in ways, which promote personal and intellectual engagement.