Honesty, Respect, Responsibility, and Perspective

Rosa Parks Middle School

RPMS School Improvement Plan OVERVIEW

LLTERACY:

Demonstrate mastery of literacy skills with a focus on vocabulary acquisition to analyze, interpret and/or infer complex texts

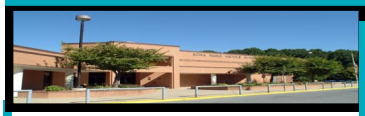
⇒ Strategies to connect literacy skills to vocabulary acquisition in order to develop and deepen an understanding of a text

MATH:

Students will develop skills to analyze, interpret and infer statistical data, including determining the probability of an event.

2019-2020 Enrollment = 855

	% Total	% Gender		%Racial/Ethnic Composition							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		No.	%
All students	855	48.6	51.4	-	9.8	13.9	12.7	-	56.9	6.5	Grade 6	276	32.2
ESOL	1.2	-	-	-	-	-	-	-	-	-	Grade 7	282	32.9
FARMS	14.1	6.5	7.6	-	≤1.0	6.9	4.3	-	1.9	≤1.0	Grade 8	297	34.7
SPED	11.4	3.3	8.07	-	.4	2.2	2.1	-	6.3	.3	Total	855	



Professional Learning on the Standards

Teachers will need professional learning, coaching sessions and timely feedback on: Effectively utilizing close reading strategies for diverse texts

- Effectively scaffolding complex texts
- Teaching of context clues and prefixes/suffixes tied to engaging students with complex texts
- Analyzing student data as well as how to access that data
- Planning with the focus of explicitly teaching literacy skills around a text
- Continuously building vocabulary acquisition skills
- Previewing a document to identify words students might not know
- Providing explicit instruction on context clues to determine the meaning of unfamiliar words
- Providing explicit instruction on probability and statistics
- Selecting appropriate and challenging texts for their content area

Analyzing Data to Inform Instruction

Analyzing and interpreting data related to the development of literacy skills to analyze, interpret and infer:

- Departments will analyze MAP strand and skill data, MCAP (when available), and progress checks to ensure we are meeting our goals.
- Teachers will analyze student data during PLCs to assess student needs and opportunities for enrichment
- Administrators and Resources Teachers will discuss and analyze teacher and student data through State of Department meetings (SOD).
- Resource Teachers and PLC members will discuss and analyze teacher and student data through State of PLC meetings (implementing this year)
- Leadership team and teachers will review and analyze ESOL data to determine instructional scaffolding and supports.
- Leadership team and teachers will review and analyze data for Students with Disabilities to determine instructional scaffolding and supports.
- Staff will engage in school-wide professional learning
- Leadership team and teachers will review and analyze data for students in poverty to determine instructional scaffolding and supports.

What we do...

Equitable and Culturally Responsive Strategies

To meet the needs of our focus students, staff need the following:

- Race and equity training
- Universal Design for Learning (UDL) training
- Implicit bias training
- Supporting students with ACES training
- Restorative Justice training
- Opportunities to create a balance of managing and addressing the psychological, social and physical well-being of students and themselves
- Students will have positive relationships with staff members
- Students will engage in community circles
- Students will receive culturally responsive instruction, infused with UDL
- Students will have access and opportunities to rigorous instruction and courses (ECCHO: equity and choice create high opportunities)

School Climate and Culture

School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?

- Mindfulness
- Restorative Justice
- Wellness Days
- School-wide Counseling Lessons
- SDLT Movie Days
- SEL Lessons
- Counseling Groups
- BTSN Parent Workshops
- Restructured parent / teacher conferences
- School-wide diversity conference (November)

Strengths Identified by Staff:

- Opportunities for professional growth
- Open communication
- Staff are committed to using a variety of methods to help students succeed
- Staff have high expectations and believe all students can learn
- School promotes a culture of respect for all students
- Leadership team fosters a collaborative work environment