

Dixon-Smith Middle School
School Improvement Plan
2016 – 2017
(3-Year Plan 2014-2017)
Revised: October 14, 2016



School Administrative Team

Mrs. Lisa M. Besceglia
Principal

Mr. Michael D. Steber
Assistant Principal

Susan L. Weiderhold
Assistant Principal

Alyssa Roy Special Education Teacher/Grade 6
Rocky Roberts ITRT
Carolee Romano Math Specialist
Christy Cheek C5W/ English Lead/Grade 6
Adrian Fredrick Science Lead/Grade 8
Jay Flaherty History Lead/Grade 7
Stephanie Pettengill Reading Specialist
Tiffany Donadi Counselor
Shawn Thurston Athletic Director/Exploratory Representative

Dixon-Smith Middle School
School Improvement Plan

Our Core Values:

As members of the Dixon-Smith Middle School learning community, we believe that: Students are the only reason schools exist; student learning is the chief priority for our school. The entire school community shares a responsibility in student success.

Our Mission:

The Dixon-Smith School community will foster independent, reflective thinkers who will become responsible, productive, 21st century citizens.

Our Vision:

To work as a professional learning community (PLC) in which all members are actively engaged to promote purposeful learning for all students and staff.

School Climate:

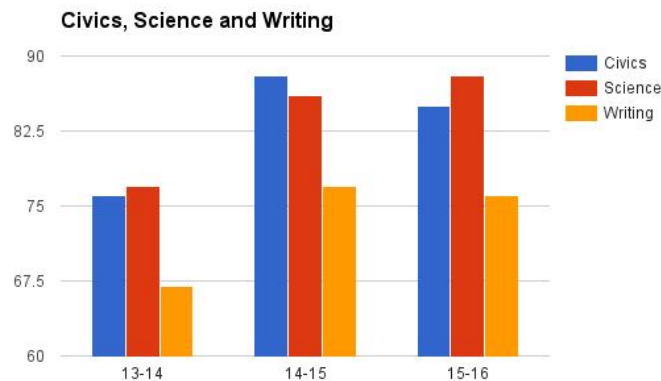
- We will create a safe and positive learning environment.
- We recognize and reinforce that each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students and staff will have mutual respect and provide support for each other.

Academic Philosophy:

- We will integrate appropriate technology and instructional rigor in our daily practices.
- We will utilize a common language across content areas and grade levels.
- We will incorporate research-based instructional strategies to accommodate differences in learning styles.
- Dixon-Smith will conduct itself as a professional learning community.
- We will align our efforts with the Stafford County Strategic Plan.

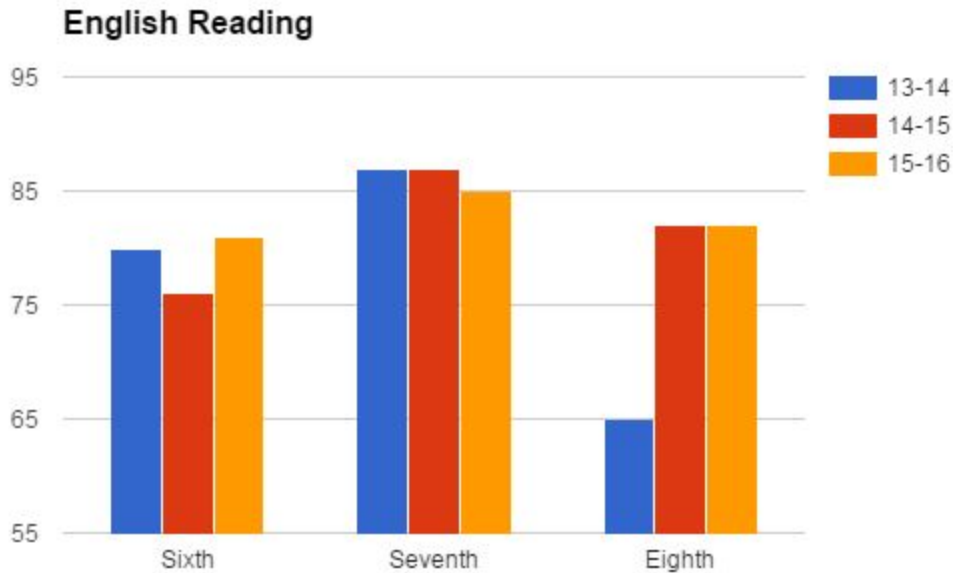
Analysis of Data: 2015-2016 Data

	Civics	Science	Writing
13-14	76	78	67
14-15	88	86	77
15-16	85	87	77



Analysis of our SOL data indicates the following areas of focus for 2016-2017 school year:

English Reading			
	13-14	14-15	15-16
Sixth	80	76	82
Seventh	87	87	86
Eighth	65	82	82



Strengths:

Reading Strengths:

- 6th Grade overall pass rate increased 4% from the previous year
- 7th Grade overall pass rate at 87% and above 85% for the third year
- 8th Grade overall performance increased 18 percentage points between 2014 and current
- SSR implemented grade 6 - 8 through English classes
- Students with Disabilities (SWD) overall pass rate in reading increased 7%

Reading Weaknesses.

- 6th grade SWDs performance declined 8 percentage points between 2014 and current, but declined 13 points total over the past two years.
- 7th grade overall performance dropped 2%.
- 7th grade SWD dropped 25 points between 2014 and current!

Writing Strengths

- 8th Grade Writing increased to 77%
- Economincally Disadvantaged gap group overall pass rate increased 7%
- Limited English Proficient students overall pass rate increased 8%
- Black students increased overall writing pass rate by 10%

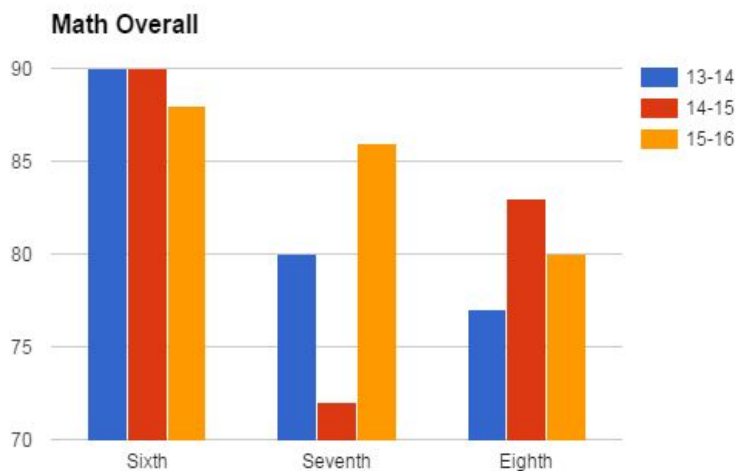
Science Strengths:

- 8th grade science overall performance improved 9+ percentage points between 2014 and current results
- 1st student scored a perfect on the science 8 SOL
- Limited English Proficient (LEP) students overall pass rate increased 40% to 100%
- Economically Disadvantaged overall pass rate increased 8%
- Black students increased overall pass rate 7%

History Strengths:

- Students with disabilities increased overall by 1%
- Hispanic students overall pass rate increased 7%
- Female pass rate overall increased 9%

Math Overall			
	13-14	14-15	15-16
Sixth	90	90	90
Seventh	80	72	86
Eighth	77	83	81



Math Strengths

- 6th grade pass rate 88%.
- 7th grade math increased 14%
- Students with Disabilities increased 3%

Math Challenges:

- Second year implementing middle school Common Schedule with I&E
- Limited laptops and carts
- Adapting to new CAT testing in 7 & 8 - with different results in each grade level.

Math Weaknesses

- 6th and 8th grade math scores plateaued
- Math scores among our Gap Group 2 have plateaued over the last two years, and have decreased 1.5% from three years ago.

- Our SWD scores, while they have increased, they are still 9.49% below the districts average.

Math Assessment

- The average for 6th, 7th, and 8th grade students on the Moving with Math (MWM) pre-assessment was a 69%.
- The percent considered passing (which is defined as 70% or higher by MWM) was 53%, with 6th grade at 48%, 7th grade 39%, and 8th grade at 68%.

2016-2017 SCPS School Improvement Plan, Year 3 of 3 Year Plan

GOAL 1: English Performance

During the 2016-2017 School Year students will increase their performance on the reading SOL by 7% for an overall pass rate of 90%.

ACTION PLAN Strategy/Indicator: <i>The English department will meet as both grade level and a department to analyze student performance data (AMO/SOL, Pre-assessment and STAR testing) and develop instructional plans to meet the needs of struggling learners which include students with disabilities as a focus.</i>				
Action Steps/Tasks	Person(s) Responsible	What is expected impact on student learning?	Timeline	What is the evidence of progress/data?
Commitment to the use of a common pre- assessment instrument.	All English Teachers and Reading Specialist	Use of a common assessment tool (STAR) allows teachers to plan more effectively together as a grade level to address instructional planning. Better planning = better teaching = improved student learning.	Assessment administered in September 2016. Assessment will be repeated 4 times in order to create a trend line.	Improved student performance on the post-assessment will indicate that planning and instruction was effective.
Focus on vocabulary development to improve student comprehension across all content areas with particular emphasis placed on identifying and using affixes and latin/greek roots.	All English Teachers	Students will have improved comprehension, decoding skills, and greater ability to determine meaning within context.	Weekly throughout the school year.	<ul style="list-style-type: none"> • Teacher feedback during department and grade level PLC discussions. • Improved post assessment performance. • Improved word analysis performance on the Reading SOL at each grade level

				and overall in spring 2017.
Commitment to using Sustained Silent Reading (SSR)	English Teachers/ Media Center Staff/Reading Specialist	Students will develop improved reading fluency and stamina by reading books that they choose on their independent reading level.	Minimally 2-3 times per week	<ul style="list-style-type: none"> Increased amount of time spent on STAR assessments correlating to increased reading levels.
Focus on reading aspect of word problems	Math Teachers	Improved ability to find key vocabulary that signals which mode of operation is needed to solve problems.	Weekly & All year	<ul style="list-style-type: none"> Review of student work samples with annotated problems. PLC minutes including discussions about student work samples
Focus on data analysis process in science labs	Science teachers 6-8	Students will be able to identify and graph independent & dependent variables. Conclusion paragraphs will allow students to improve their ability to summarize key	Ongoing	<ul style="list-style-type: none"> Completed lab samples from students. PLC minutes including discussion of student work.
Complete a book study: <u>Teaching Adolescent Writers</u> by: Kelly Gallagher	English Teachers	The teaching of writing will be improved and therefore the quality of instruction will improve.	Monthly book study discussions through vertical PLC meetings	<ul style="list-style-type: none"> PLC minutes including discussions about student work Student journals and low stakes post-it note writing opportunity samples
Commitment to low stakes writing opportunities to build our writing program at DSM	English Teachers	Students will write every day in English classes; from creating lists, to sentence responses, and multi-paragraph responses. The more they write, the better their writing will become.	Daily	<ul style="list-style-type: none"> PLC minutes including discussions about student work Student journals and low stakes post-it note writing opportunity samples Increase in overall pass rates on the 2017 Writing SOL

<p>Mid-year Progress Summary on Goal 1 (including assessments/data indicators)</p>
<p>End of Year Summary on Goal 1 (including assessments/data indicators)</p>

2016-2017 SCPS School Improvement Plan, *Year 3 of 3 Year Plan*

GOAL 2: Math Performance

During the 2016-2017 School Year Math 6, Math 7, and Math 8 students will increase their performance in math by 5% on the SOL to achieve a 90.6% pass rate. The current pass rate for these three grade levels is 85.6%. The Algebra and Geometry will maintain a 100% pass rate.

<p>ACTION PLAN Strategy/Indicator: The math department will meet as both grade level and a department to analyze student performance data(AMO/SOL, Pre-assessment and benchmarks) and develop instructional plans to meet the needs of struggling learners which include students with disabilities as a focus.</p>				
Action Steps/Tasks	Person(s) Responsible	What is expected impact on student learning?	Timeline	What is the evidence of progress/data?
Focus on Visual vocabulary	Math staff and Math Remediation	Internalize and apply vocabulary	Ongoing	<ul style="list-style-type: none"> Vocabulary note cards, notebooks and bulletin boards.
Spiral review in warm-up process	Math staff	Filling gaps in math knowledge	All year	<ul style="list-style-type: none"> Journals/warm-ups Spiral homeworks
Analyze SOL data by discriptors and focus on vertical weaknesses	Math staff	Fill in gaps in math knowledge that might be impacting vertical weaknesses	August-June	<ul style="list-style-type: none"> Vertical meeting notes MWM data growth
				<ul style="list-style-type: none"> .

Midyear Progress Summary on Goal 1 (including assessments/data indicators)
End of Year Summary on Goal 1 (including assessments/data indicators)

2016-2017 SCPS School Improvement Plan, *Year 1 of 3 Year Goal*
GOAL 3: C5W Creativity, Communication, Collaboration, Critical Thinking, Citizenship, Wellness

During the 2016-2017 school year, staff will be introduced to the “purpose” of the C5W process and begin implementation of first year practices.

<p>ACTION PLAN Strategy/Indicator: Administration and C5W leads participate in county wide training in 2016-17 and the current school year.</p>				
Action Steps/Tasks	Person(s) Responsible	What is expected impact on student learning?	Timeline	What is the evidence of progress/data?
Form a building level C5W team.	Administration		August 2016	Committee meeting minutes
Introduce C5W to DSMS: provide and discuss descriptions; complete opposites game	Christy Cheek, Kim Davis, Stephanie Pettengill	As teachers become more comfortable intentionally planning and utilizing the C5W ideas, their instruction will improve and students will have more opportunities for authentic learning.	August 2016	Staff feedback Staff interest in using the opposites game with their students Meeting agenda and handout
Breakout Game	Administration	Teachers will be	Aug. 29	Staff exercise at school and also

		comfortable to use it with students	and Sept. 2 2016	morning activity at Breakout Room in Fredericksburg.
At monthly staff meetings, the C5W team will incorporate a mini-C5W lesson for teachers showcasing a variety of ways C5W can be used across content areas.	C5W team	Teachers will be comfortable with the ideas behind C5W and encouraged to try out a few strategies in their classrooms.	Ongoing	Meeting minutes Staff feedback C5W team minutes
Create a C5W shout out wall	C5W Team	Encourage and pat teachers on the back for incorporating C5W; instruction will improve and learning will sky rocket	Ongoing	Shout out wall in main office mailroom
The C5W Team will open their classroom to showcase C5W strategies for all staff	C5W Team	Teachers will be able to take ideas back to their own classrooms and increase opportunities for their students	Ongoin	PLC minutes Staff email tag lines
Train our DSMS C5W team to complete classroom visits per J. Antonetti's advice and using our checksheet	Lisa Besceglia, Mike Steber, Christy Cheek, Kim Davis	Teachers will understand that this is not an evaluative observation; this is for teacher reflection--what can I do to better support learning in my classroom?	Ongoing	Observation team discussions C5W Team minutes

Mid-year Progress Summary on Goal 1
(including assessments/data indicators)

End of Year Summary on Goal 1
(including assessments/data indicators)