Millburn Middle School

School Improvement Plan 2018-2019

Agenda

- Establish the Purpose of the School Improvement Plan
- Review several accomplishments from last year
- Highlight goals for this year

Purpose of the SIP

- Outlines targeted areas for improvement
  - Academics
  - Culture and Climate
- Shadows Strategic Plan and Superintendent goals
- District and building specific initiatives
- Let’s start with a Review from last year’s SIP for MMS

MMS - Review of 2017

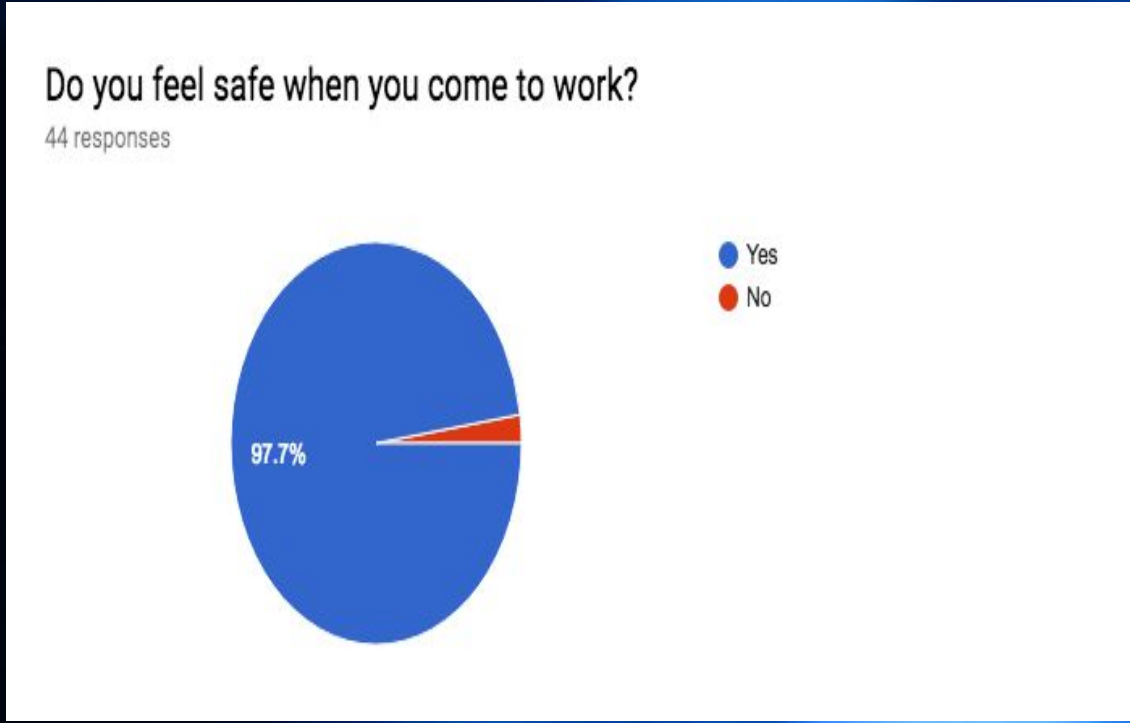
- Science - IQWST Curriculum of 3 units per grade level, training
- Social Studies - Newsela as an updated resource
- Advisory - 2nd Step Curriculum update designed for middle school
- PBIS - student advisory group, school store, parent member
- Professional Development for staff - Schoology, Apple Training, Aleks, iPad, SAMR model
- Building Safety Measures - Let’s look at some staff survey results

Building Safety - Staff Survey

44 staff members completed the survey

97.7% responded that they feel safe when they come to work

Over 90% of those responding indicate that the ALICE Training, window shade, and door strap would be helpful in a lockdown situation



Goals for 2018

- Outstanding Core Academics
  – Building level
- School Culture and Climate
  – District level

Goal - Academics

- Non-Fiction Reading
  - ELA teachers applying in classroom aligned to standards
  - Newsela as a tool for all staff to apply
    - Inserviced 2018
    - Increase use (will show data on next slide)
    - Example of application: PE
- Social Studies
  - Curriculum review, and evaluate
  - Possible curriculum pilot, adoption for 2019

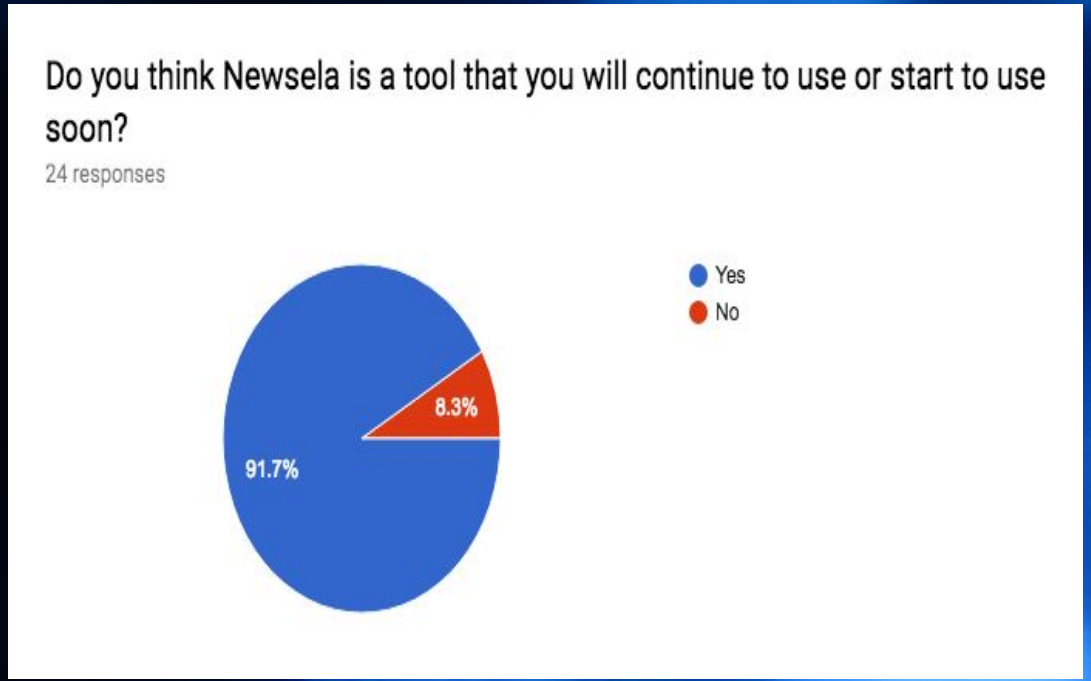
Newsela Application

Last year we had 4 teachers using Newsela. This year we have 9 teachers actively using this with students in class.

We have 24 teachers with accounts created and ready to start.

92% of teachers surveyed plan to use, or continue using Newsela

That is 22 teachers!!!



Millburn Elementary

School Improvement Plan 2018-2019

2017-2018 Review/Update

Power Standards

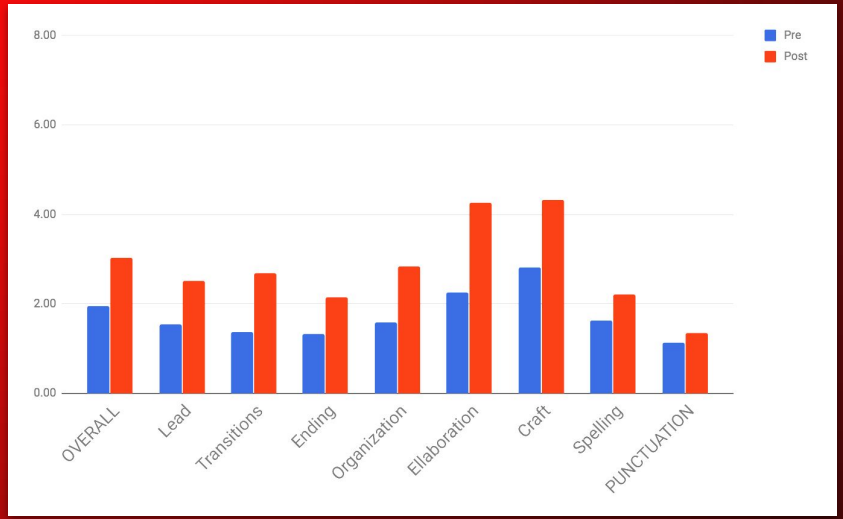
Math

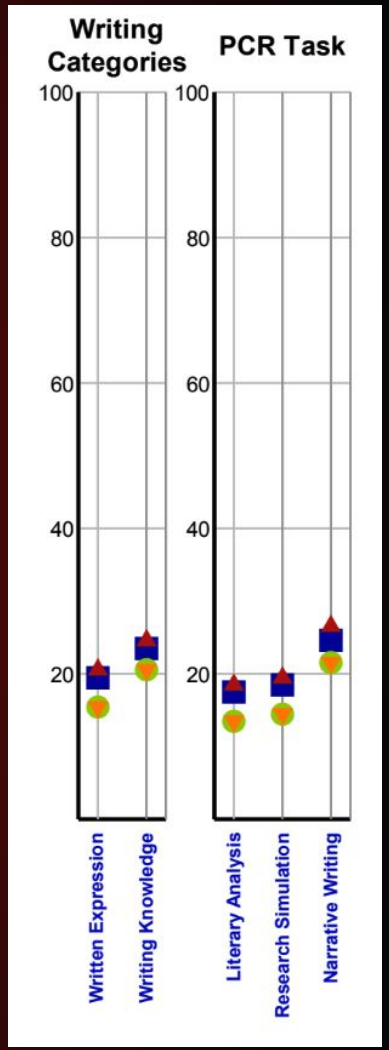
Math Area	Kindergarten	1st	2nd	3rd	4th	5th
Counting and Cardinality	Compare numbers					
Operations and Algebraic Thinking	Know number names and count sequence up to 100					
Numbers and Operations in Base Ten	Count on from any given number					
Numbers and Operations: Fractions	Count backwards from 20					
Measurement and Data	Understand addition as putting together and adding to	Represent and Solve word problems with addition and subtraction to 20	Represent and solve problems involving addition and subtraction.	Millburn students will be able to solve two-step word problems with all four operations.	Use the four operations with whole numbers to solve problems including multi-step word problems.	
Geometry	Fact fluency within 10 for addition	Understand and apply properties of addition and subtraction and the relationship between them	Use addition and subtraction within 100 to solve 1 and 2 step word problems.	Represent and solve problems involving multiplication and division.	Identify factors and multiples and use appropriately.	
	Fact fluency within 5 for subtraction	Add and subtract within 20	Add within 20 fluently.	Understand properties of multiplication and the relationship between multiplication and division.	Students can construct extended responses with the use of math vocabulary and diagrams.	
	Understand subtraction as taking apart and taking from		Subtract within 20 fluently.	Fluently multiply within 100.		
			Work with equal groups of objects to gain foundations for multiplication	Fluently divide within 100.		
				Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
	Work with numbers 11-19 to gain foundations for place value	Count, read, write and represent numerals to and within 120	Understand place value.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Generalize place value understanding for multi-digit whole numbers to be able to compare, round, and recognize values of numbers.	Understand the place value system
		Understands the two-digits of a two-digit number represent amounts of tens and ones	Use place value understanding and properties of operations to add and subtract.		Fluently multiply four-digit numbers by one-digit numbers as well as two two-digit numbers.	Perform operations with multi-digit whole numbers and with decimals to hundredths.
		Add within 100 using models, properties or the relationship between addition and subtraction			Students can divide multi-digit numbers by one digit numbers and interpret remainders.	
		Use >, < and = signs to compare			Students can fluently add and subtract multi-digit numbers.	
					Students will explain the math process in writing (using math vocabulary)	
				Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Extend understanding of fraction equivalence and ordering.	Use equivalent fractions as a strategy to add and subtract fractions.
				Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Students can construct fractions from unit fractions and understand that a fraction a/b with a > 1 as a sum of fractions 1/b.	Apply and extend previous understandings of multiplication and division.
				Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Students can decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	
					Students will master the ability to convert between mixed number and improper fractions. They will be able to explain what a mixed-number and improper fraction is.	
					Students can perform operations with fractions (all operations except for division).	
	Describe, classify, and compare measurable attributes	Tell and write time to the hour and half hour (digital & analog)	Measure and estimate lengths in standard units.	Tell and write time to the nearest minute and measure time intervals in minutes.	Understand and apply basic customary units of measurement.	CC.5.MD.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems.
		Organize, represent and interpret data with three categories	Relate addition and subtraction to length.	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1		
		Express the length of an object as a whole number of units	Work with time and money.	Draw and interpret a scaled picture graph and a scaled bar graph to represent a data set with several categories.		
			Represent and interpret data.	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot.		
				Recognize and measure area.		
				Find an unknown side length and determine the perimeter.		
	Identify and describe 2D and 3D shapes	Identify and describe 2- and 3-dimensional shapes		Understand shapes and their attributes.		Geometric measurement: understand concepts of volume.
	Analyze, compare, create and compose shapes	Partion symmetrical shapes into 2 and 4 equal parts	Reason with shapes and their attributes.	Partition shapes into parts with equal areas.		

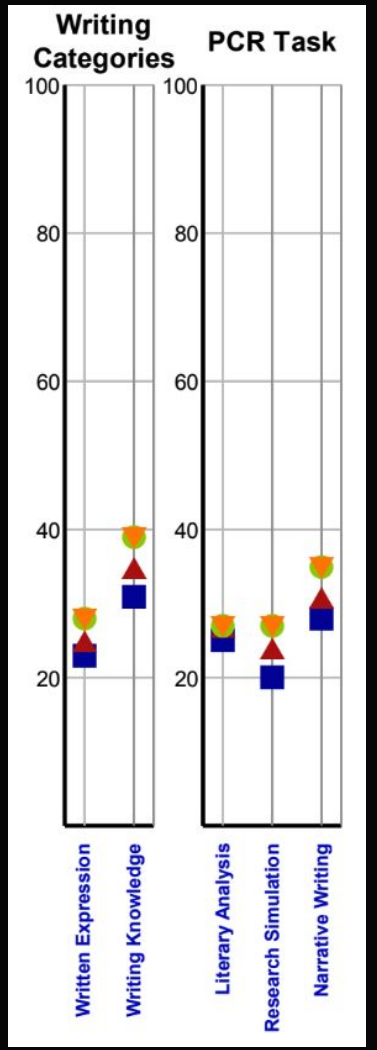
	T1 Objectives	T2 Objectives	T3 Objectives	
Represent and solve problems involving addition and subtraction.	Use strategies such as counting on or counting back, doubles, near doubles, and make a ten to solve problems add and subtract within 100 using strategies.	Add and subtract within 1000 using manipulatives, pictures, and words. Mentally add and subtract 10 and 100 to or from a given number from 100-999.	Add and subtract within 1000 using manipulatives, pictures, and words. Mentally add and subtract 10 and 100 to or from a given number from 100-999.	
Use addition and subtraction within 100 to solve 1 and 2 step word problems.	Identify the number of steps to solve a word problem Identify an unknown number in an equation using addition within 100	Identify an unknown number in an equation using addition and subtraction within 100 Solve one and 2 step addition and subtraction word problems.	Solve one and 2 step addition and subtraction problems using real life situations.	
Fluently add within 20.	Recall basic facts (all sums of 2 single digit numbers) from memory.	Recall basic facts (all sums of 2 single digit numbers) from memory.	Recall basic facts (all sums of 2 single digit numbers) from memory.	
Fluently subtract within 20.	Recall basic facts (all sums of 2 single digit numbers) from memory.	Recall basic facts (all sums of 2 single digit numbers) from memory.	Recall basic facts (all sums of 2 single digit numbers) from memory.	
Work with equal groups of objects to gain foundations for multiplication	represent the total number of objects in an array as an expression of repeated addition use repeated addition to add equal groups use arrays to solve repeated addition problems			
Understand place value to 4 digit.	Count within a 1000, Skip count by 5s, 10s	Skip count by 5s, 10s and 100s within 1000 Represent and explain the place value of the digits of a three-digit number as hundreds, tens, and ones. Explain the value of zeros in a hundred as zero tens and zero ones. Read write and model numbers to 999 including expanded form. Comparing 2 3-digit numbers based on the meanings of the hundreds, tens and ones using the greater than, less than, and equal to numbers.		
Use place value understanding and properties of operations to add and subtract.		Mentally add/subtract 10 to a given number from 100 to 900	Add and subtract within 1000 using pictures, manipulatives, and words.	
Measure and estimate lengths in standard units.		Use appropriate tools including tape measure, ruler, and yard/meterstick		

Curriculum Update- Writing

- 2017-2018 Review Writing Data- Lucy Calkins
  - Narrative
  - Informational
  - Opinion
- Next Steps: Examine and develop writing tasks in response to text







Curriculum Update- Science

- Mystery Science
  - Covers Most NGSS Standards
- 2018-2019
  - Explore Hands on labs to align to engineering standards
  - Examples
    - STEM Labs
    - Makerspace

2018-2019 Goals

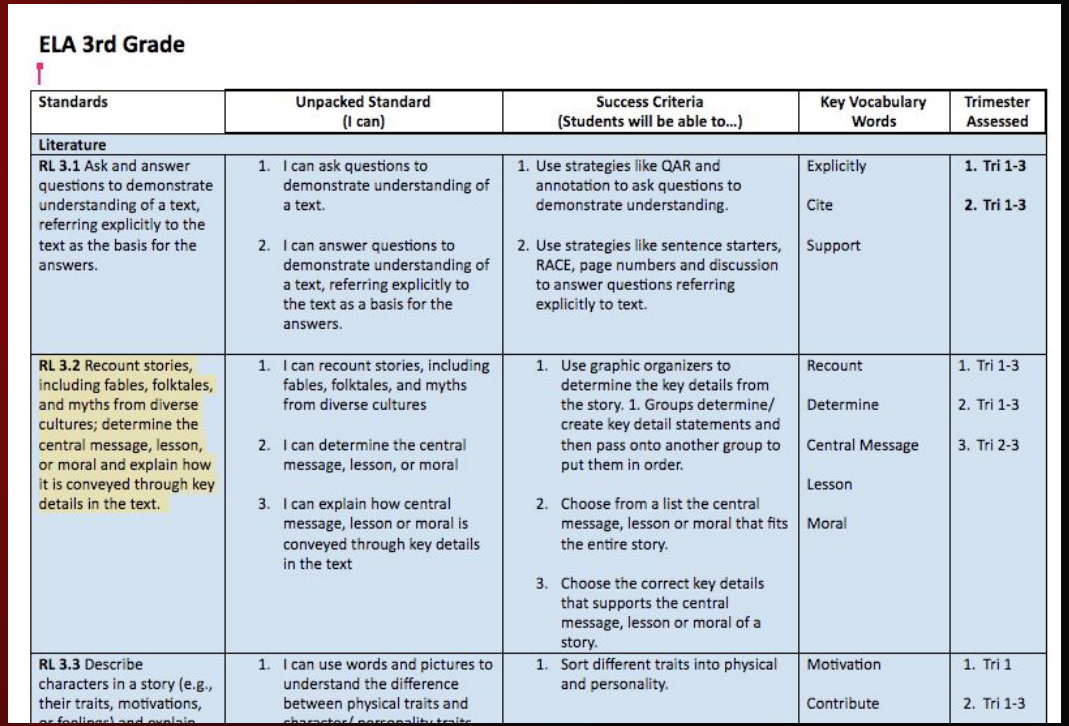
Outstanding Core Academics

School Culture and Climate

ELA- Power Standards

Work with ELA Consultant from the Regional Office of Education

- Breaking down standards
- Identify Power Standards
- Trimester Objectives



ELA 3rd Grade

Standards	Unpacked Standard (I can)	Success Criteria (Students will be able to…)	Key Vocabulary Words	Trimester Assessed
Literature				
RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. I can ask questions to demonstrate understanding of a text. 2. I can answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	1. Use strategies like QAR and annotation to ask questions to demonstrate understanding. 2. Use strategies like sentence starters, RACE, page numbers and discussion to answer questions referring explicitly to text.	Explicitly Cite Support	**1. Tri 1-3** **2. Tri 1-3**
RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	1. I can recount stories, including fables, folktales, and myths from diverse cultures 2. I can determine the central message, lesson, or moral 3. I can explain how central message, lesson or moral is conveyed through key details in the text	1. Use graphic organizers to determine the key details from the story. 1. Groups determine/ create key detail statements and then pass onto another group to put them in order. 2. Choose from a list the central message, lesson or moral that fits the entire story. 3. Choose the correct key details that supports the central message, lesson or moral of a story.	Recount Determine Central Message Lesson Moral	1. Tri 1-3 2. Tri 1-3 3. Tri 2-3
RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain	1. I can use words and pictures to understand the difference between physical traits and character/ personality traits	1. Sort different traits into physical and personality.	Motivation Contribute	1. Tri 1 2. Tri 1-3

Curriculum Update- Reading

- Independent Reading Level Assessment (IRLA)
  - Common Leveling system K-5
  - Assessed throughout the year as needed (minimum three times a year)
  - Determined appropriate level text for each child
  - Monitor growth not only within a given year, but multiple years
- Pilot- ARC Core
  - 10 Teachers (1st-5th)
  - Literacy Lab (9 weeks)
  - Research Lab (9 weeks)
  - Update to BOE at Dec/Jan BOE Meeting

Curriculum Update- Reading

- Instructional Coaching- Teacher On Special Assignment (TOSA)
  - Internal Coach
  - 18/19- ELA Focus
    - Analysis of where teachers are at with their instructional practices
    - Development relationships
    - Set goals and development roadmaps to achieve those goals
    - Coach and model best practices
    - Work with teams to review ELA data
      - Males v Females
      - Writing in response to text

Positive School Culture and Climate

Millburn Elementary and Middle School

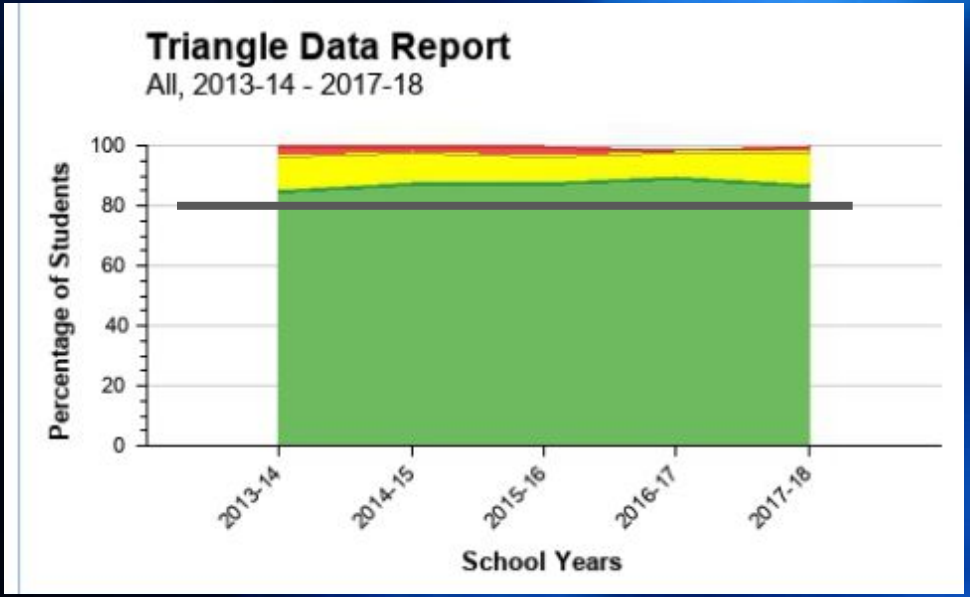
Positive Behavior Program
Cultural Competency

Students receiving 0-1 Referral

Historical Data

MMS

- 2013-2014 = 85.7%
- 2014-2015 = 88.6%
- 2015-2016 = 88.2%
- 2016-2017 = 90.6%
- 2017-2018 = 87.5%



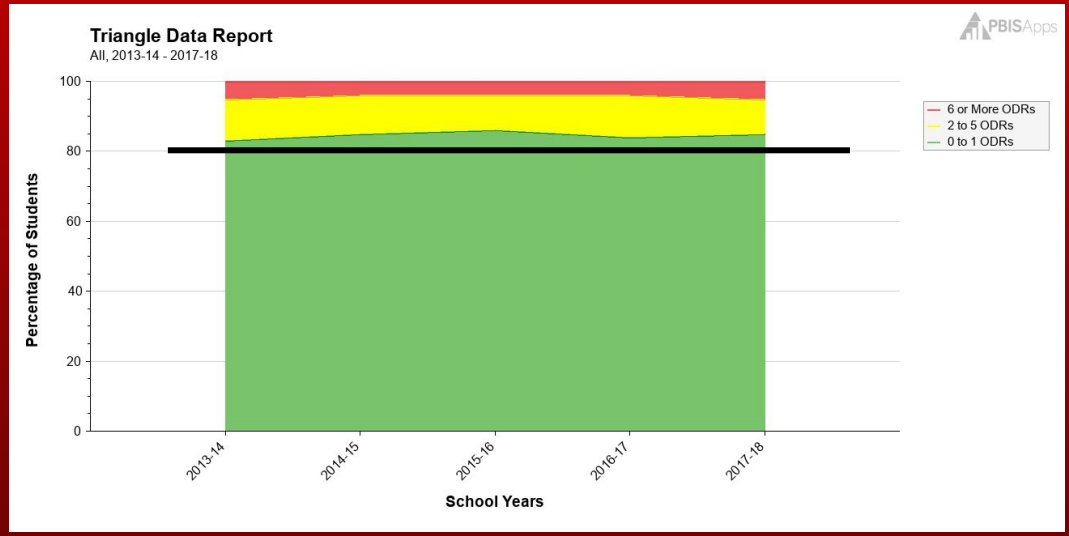
PBIS= 80% signals effective PBIS Program

Students receiving 0-1 Referral (Minor/Major)

Historical Data

MES

- 2013-2014 = 83.6%
- 2014-2015 = 85.4%
- 2015-2016 = 86%
- 2016-2017 = 84.5%
- 2017-2018= 85.3%



PBIS= 80% signals effective PBIS Program

New PBIS Management Tool- PBIS Rewards

- What we did before
  - Tracked referral data in SWIS
  - Manually entered referral data
  - Students were given red tickets for following PBIS expectations
    - Tickets used for weekly raffles and end of the year raffles
- PBIS Rewards
  - Tracks referral data
  - Staff can complete referral form via the APP (no more paper system)
  - Replaces ticket system with digital point system (ACKs)
  - Acknowledgement system for staff
  - More opportunities for students to use their ACKs
    - Online store
    - raffles

Intro Video

Cultural Competency

District Level Committee

Implement action steps that arise from the district committee

Improve underperforming groups on state assessment