

Palo Alto Unified School District

SCHOOL DEVELOPMENT PLAN
(SCHOOL IMPROVEMENT PLAN)

2005-2006

Jordan Middle School

**Palo Alto Unified School District
JORDAN MIDDLE SCHOOL
School Development Plan (School Improvement Plan) for 2005-2006**

Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
ENGLISH/ LANGUAGE ARTS	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Staff will assess, collect, examine, and use data (California Standards Test-English/Language Arts, CAT6, classroom assignments and observations) to develop and to differentiate instruction that supports learning for all students. • Teachers/Counselors/Teaching teams will review the student achievement data summaries for all students to identify students' strengths and weaknesses and notify teachers of students needing interventions. • Teachers/teaching teams will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading. • The resource specialist will consult with teachers throughout the year to monitor student progress and to revise plans as needed. • Teachers will collaborate at their grade level and across grade levels to share strategies and training that support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy). • Staff will build partnerships with parents to support student literacy through conferences, Student Study Teams (SST's), and parent education. • Reading Enhancement will continue to be offered as part of the site elective program. • The English Department will meet on a regular basis to review and to refine reading goals.

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JORDAN MIDDLE SCHOOL
School Development Plan (School Improvement Plan) for 2005-2006**

**Assessment Questions
ENGLISH / LANGUAGE ARTS**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students made a year's growth or more on the English Language Arts Content Standards Test?
- What do the matched score APIs and state APIs show with respect to overall progress?

Goal 1a: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in reading?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the English Language Arts Content Standards Test?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What are our next steps with respect to this objective?

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 JORDAN MIDDLE SCHOOL
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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
WRITING	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Teachers/Teaching teams will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program – ERB/WrAP, CELDT, classroom assignments and observations) to develop and to differentiate instruction that supports learning for all students. • Teaching teams will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing. • English teachers will collaborate to share strategies and training that support 6-Trait writing. • Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing. • Staff will build partnerships with parents to support student literacy through conferences, SST's, and parent education. • District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing. • Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.

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**Assessment Questions
WRITING**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students made a year's growth or more on the Educational Records Bureau Writing Assessment Program (ERB/WrAP)?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in writing?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the ERB/WrAP?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What are our next steps with respect to this objective?

**Palo Alto Unified School District
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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
MATH	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Staff will assess, collect, examine, and use data (Math CST, MARS, CAT6, classroom assignments and observations) to develop and to differentiate instruction which supports learning for all students. • The principal and math teachers will identify students' strengths and weaknesses, plan strategies and programs (Homework Center tutoring, Math Workshop, Math Academy, Math Intervention summer school, Geometry/Algebra II class), and will review and revise these plans mid-year. • Teaching teams and the math department will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. • Instructional supervisors will consult with teachers throughout the year to monitor student progress and revise plans as needed. • Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. • Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education. • District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. • Staff will incorporate technology tools (hardware and software) that support math as appropriate and available. • The principal will collaborate with the Instructional Supervisor and department to continue to identify URM students and others who are appropriate for placement in the higher lane of math.

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**Assessment Questions
MATH**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students made a year's growth or more on the Math Content Standards Test?
- What do the matched score APIs and state APIs show with respect to overall progress?
- What do assessment results on the MARS test show with respect to the level of achievement and/or progress?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in math?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the Math Content Standards Test?
- What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What are our next steps with respect to this objective?

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>SCHOOL CLIMATE:</p> <p>Social-Emotional-Physical Health and Resilience</p>	<p>Goal 1c: Foster social-emotional and physical health and resilience in every student as measured by improved student behaviors.</p>	<ul style="list-style-type: none"> • The principal, teaching teams, and counselors will hold SSTs, conferences, and meetings to address the social and emotional needs of students. • District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional-physical health and resilience in students (common planning time for teaching teams and counselors to meet, Human Service Team, Teacher Cluster (interdepartmental) groups). • Teachers and staff will continue to develop and to implement classroom and campus norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. • The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students (Parent Education Presentations, VTP and other family events, transition activities, parent-student-teacher conferences, parent coffees, volunteer opportunities, Open House). • The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' academic, personal, and interpersonal skills through teaming structures. • Teachers will collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students (Diversity Panels, Culture Club, VTP panel, Stanford Lively Arts assemblies, speakers, authors' presentations, English core literature, cultural celebrations). • The principal and teaching staff will continue to implement programs to support the social/emotional/physical health of students (No Homework Nights, Conflict Resolution, Mentor Program, Guidance Wheel, Adolescent Skills, Social Norms Survey, noontime clubs and activities, evening family activities, dances, grade level after-school activities, intramurals, athletics).

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Assessment Questions SOCIAL-EMOTIONAL-PHYSICAL HEALTH AND RESILIENCE
Questions About Professional Development and Other School Improvement Activities
Goal 1c: Summary <ul style="list-style-type: none">• What strategies were successful in fostering social-emotional-physical health and resilience in students?
Goal 1c: Next Steps <ul style="list-style-type: none">• What are our next steps with respect to this objective?

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
SCHOOL CLIMATE: Diverse Avenues for Student Success	Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.	<ul style="list-style-type: none"> • The principal will work with staff to develop interdisciplinary curricula to enhance opportunities for student success. • Teachers will provide opportunities for students to use their multiple talents to demonstrate learning and understanding of the curriculum (art, music, drama/simulations, technology). • Teachers will share strategies and best practices for providing diverse avenues for students' success in the core curriculum. • The principal and teachers will continue to provide opportunities for student performances (drama, chorus, band, orchestra). • The principal and teachers will provide students with age appropriate leadership opportunities such as (student council, conflict managers, Leadership class, community service). • The principal and teachers will provide opportunities for all students to participate in recognition programs (PRIDE program, Student of the Month, End-of-Year awards). • The principal and teachers will provide avenues for student community service (school service, Youth Community Service, Heifer Project, student council).
Assessment Questions DIVERSE AVENUES FOR STUDENT SUCCESS		
Questions About Professional Development, and Other School Improvement Activities		
Goal 1d: Summary <ul style="list-style-type: none"> • What diverse avenues for student success were provided that honor the unique talents and abilities of each student? Goal 1d: Next Steps <ul style="list-style-type: none"> • Do the opportunities provide a broad range of meaningful experiences? 		

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>MEETING THE NEEDS OF ALL STUDENTS:</p> <p>Gifted, Talented, and High Achieving Students</p>	<ul style="list-style-type: none"> • Identify, support, and challenge the gifted and talented students in the school. 	<ul style="list-style-type: none"> • The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying 6th grade students not previously identified as GATE; addressing the social and emotional needs of GATE students; and improving parent communication. • Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated 6-8 students through assignments and expectations modified for greater depth and/or complexity. • Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math opportunities (math club, advanced math class) and writing, ERB/WrAP practice, John Collins Writing Program). • The principal and teachers will identify high achieving students, develop a plan, and monitor student progress. • The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. • District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.
<p>Assessment Questions</p> <p>MEETING THE NEEDS OF ALL STUDENTS - GIFTED, TALENTED, AND HIGH ACHIEVING STUDENTS</p>		
<p>Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities</p>		
<ul style="list-style-type: none"> • Describe the GATE population with respect to ethnicity and ELL status. • What strategies and programs were used to support GATE and high achieving students? • What are our next steps with respect to this objective? 		

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Area of Focus	Site Objectives	Professional Development and Other School Improvement Activities
<p>MEETING THE NEEDS OF ALL STUDENTS:</p> <p>Special Education Students</p>	<ul style="list-style-type: none"> • Provide identified students with a variety of strategies to access the core curriculum. • Provide communication between the school community and families of special education students. <p><i>Other site-based objectives may be added.</i></p>	<ul style="list-style-type: none"> • District staff will provide staff with training about the specific learning needs of special education students. • Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. • District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met. • The principal will provide opportunities for special education and general education teachers to work together to coordinate curriculum and align assessment practices.
<p>Assessment Questions MEETING THE NEEDS OF ALL STUDENTS - SPECIAL EDUCATION STUDENTS</p>		
<p>Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities</p>		
<ul style="list-style-type: none"> • What strategies and programs were used to support special education students? • What accommodations in regular education programs were implemented prior to referral for assessment? • What are our next steps with respect to this objective? 		

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Area of Focus	Site Objectives	Professional Development and Other School Improvement Activities
MEETING THE NEEDS OF ALL STUDENTS: Low Achieving Students	<ul style="list-style-type: none"> • Provide identified students with a variety of strategies to access the core curriculum. • Provide communication between the school community and families with low achieving students. 	<ul style="list-style-type: none"> • The principal, teaching teams, and counselors will identify at risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. • District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level. • The principal and teachers will create ways to increase parental involvement through increased communication to ensure that parents do not feel disenfranchised.
Assessment Questions MEETING THE NEEDS OF ALL STUDENTS - LOW ACHIEVING STUDENTS		
Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities		
<ul style="list-style-type: none"> • What strategies and programs were used to support low achieving students? • What are our next steps with respect to this objective? 		

	2005-2006 SCHOOL IMPROVEMENT PROGRAM (SIP) BUDGET					
	JORDAN MIDDLE SCHOOL					
EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED						
SALARIES (1000)	\$17,688.00	\$0	\$0	\$0	\$0	\$17,688.00
CLASSIFIED						
SALARIES (2000)	\$23,149.00	0	0	0	0	\$23,149.00
EMPLOYEE STATUTARY BENE. BENEFITS (3000)	\$6,811.00	0	0	0	0	\$6,811.00
EMPLOYEE H & W BENEFITS (3000)	\$10,929.00					\$10,929.00
SUPPLIES (4000)		0	0	0	0	\$0.00
CONTRACTED SERVICES (5000)	\$0.00	0	0	0	0	\$0.00
CAPITAL OUTLAY (6000)	\$0.00	0	0	0	0	\$0.00
INDIRECT COSTS (7000)	\$2,310.00					\$2,310.00
TOTAL	\$60,887.00	\$0	\$0	\$0	\$0	\$60,887.00