



LRSP Status Report – June 2012

1.01 SMS Personalize Learning SR 2012

Strategic Objective (SO):

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO):

Science

Department/School: Sacajawea Middle School

Leader: Gordon Grissom, Joe Moriarty

Team Members:

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In a year, we hope to see the following progress on this strategic objective:

1. Students will demonstrate a 3% or greater improvement as based on district or state assessments.
2. Teachers will utilize Quadrant D learning activities on a regular basis.

PROGRESS SUMMARY

Science teachers met as a department and as a Professional Learning Community throughout the school year to coordinate use of resources, align curriculum and review instructional strategies. Teachers utilized formative assessments at each grade level to monitor student growth and to instruct teaching practices. School-wide analysis of data is more limited due to the specific content at each grade level and the Criterion Reference Test at the state level only assesses students in the 8th grade. On this year's test, 82% of the students demonstrated proficiency compared to 67% statewide. This included 33% of our students at the advanced proficient level. Further examination of the results of this year's test will be conducted when the item analysis data are available at the conclusion of this year and the beginning of next. Additionally, the district-wide tests, when completed, will also provide further revelation of student growth.

Teachers further implemented Quadrant D instructional strategies throughout the year and will continue to explore additional rigorous and relevant learning opportunities on an on-going basis. Further exploration of available resources (e.g. Successful Practices Network), sharing of current practices, and collaboration on the development of Quad D lessons is planned for the coming year. The initial implementation of the Common Core State Standards has also prompted greater depth of learning in science. Reading critically in science classes is an essential component of student learning as well as demonstrating learning in practical and deeper methods. Further development of CC practices will result in ever-increasing rigor in science. Regular and on-going collaboration of the Science PLC will support the greater demands required by the CC as well as furthering the use of Quadrant D instruction.