



SAMPLE MATERIAL

Planning for Student Success

Pocomoke Middle School, Maryland

Topic: Adolescent Literacy

Practice: Intensive Intervention

Pocomoke Middle School has implemented a comprehensive schoolwide literacy plan that includes a benchmarking system, ongoing screening and assessment, and intervention programs designed to improve the literacy skills of struggling students.

Staff are guided by a set of reading and school norms, and the school's benchmarking system extends throughout all content areas. Assessment includes screening and diagnostic measures, and intervention follows a tiered instructional approach offering varying levels of intensity depending on the needs of the students.

Teacher collaboration is a central part of assessment and planning. Staff shares data and reviews student work and reflects on the process. The result of this team effort is the completion of a plan of action for each student. Student Success Plans provide detailed information about how teachers plan to help their students meet mastery goals.

POCOMOKE MIDDLE SCHOOL READING NORMS

○ Instructional Norms

- **Lessons Planned According to VSC**
- **Reciprocal Teaching Strategies (SOAR)**
- **Differentiated Instruction**
- **Guided Reading**
- **Literature Circles**
- **Vocabulary Development**
- **Read Aloud (Above Grade Level)**
- **Student Selected Independent Reading Material**
- **Students Track**
- **Interactive Reading**
- **Reading Logs**
- **Before, During and After Reading Strategies**
- **Assign at Least 15 minutes of Reading Homework Nightly**
- **Accelerated Reader (4-6)**
- **Read Around the Text (6-8)**

○ Assessment Norms (4-8)

- **Unit Assessments**
- **Maryland School Assessment**
- **CTBS (4-7)**
- **County Assessments**
- **Classroom Observation/Walk-throughs**

Pocomoke Middle School Norms

Acceptance of Responsibility

- ❑ **Teacher meets professional responsibilities [attendance, punctuality, attire, gradebooks (updated at least once weekly), parent contact log, public relations, team memberships, checklists, emergency plans, etc.].**
- ❑ **Teacher respects professional requests (duty stations, where to park, permission to leave school grounds, etc.)**
- ❑ **Teacher completes collaborative plans for students receiving special education services according to the weekly time schedule.**
- ❑ **Teacher uses formal and informal assessment data to provide interventions and enrichment for students (*Edusoft*).**
- ❑ **Teacher stays abreast of new developments in subject area by reading professional journals, books, etc.**

Classroom Practices

- ❑ **Classroom is attractive, orderly, safe, and devoid of clutter.**
- ❑ **“Items to be Displayed” are made visible to students in an organized manner, separated by borders (*boy-friendly as recommended by Dr. Slocumb*).**
- ❑ **Bulletin board/unit board displays reflect current learning unit/activities and current student work.**
- ❑ **Team hallway displays tell students and parents what you think is important – student achievement. All displays should have titles.**

Resources and Materials

- ❑ **Teacher, special education teacher, and educational assistant provide differentiated instruction.**
- ❑ **Technology is used to enhance instruction.**

Human Relationship

- ❑ **Teacher builds community in his/her classroom and demonstrates “I Care.”**
- ❑ **Teacher communicates personal enthusiasm for teaching.**
- ❑ **Teacher communicates with students and parents in a positive and professional manner.**
- ❑ **Students use good manners – saying “good morning”, “good-bye”, “thank you”, “excuse me”, “please”, etc.**
- ❑ **Students are willing to take academic risk.**

Planning/Objectives

- ❑ All lessons focus on the Voluntary State Curriculum assessment limits.
- ❑ Lessons are planned to include students' lives/interests/cultures.
- ❑ Objectives are stated in behavioral terms and prominently displayed.
Important words are underlined or put up in a different color.
- ❑ A schedule/agenda is posted and items are checked off ✓ when completed.
- ❑ Lesson objectives are introduced through *choral* reading at ALL grade levels.
In addition, important vocabulary, questions, directions, etc. are chorally read.
- ❑ Lesson objectives are reviewed at the end of the lesson.
Many teachers find it effective to review the objective(s) with an essential question.
- ❑ Multiple intelligences/learning styles (including gender differences) are incorporated in daily lesson objectives/plans. There should be no lesson that is completely worksheets.
- ❑ When there is more than one teacher in a classroom, there is evidence of collaborative planning and teaching.
- ❑ Students can speak about the objective(s) of the lesson.

Best Practices

- ❑ Teacher uses vocabulary appropriate to the discipline.
- ❑ Teacher's questions require students to engage in higher order thinking.
Teacher gives appropriate wait time in order for all students to have a chance to process questions and to participate.
Teacher maximizes listening and responding opportunities through the use of the "Think/Pair/Share" strategy and individual response boards.
- ❑ After a question has been asked, students routinely ask themselves "What is the question asking me?"
- ❑ Teacher and students utilize word wall daily.
Word walls with pictures and/or definitions are encouraged.
- ❑ The twelve words that trip up students on assessments are displayed and integrated into lessons.
- ❑ Teacher includes \$100.00 words as part of spelling lists, worksheets, assessments, etc.
- ❑ Students track while reading.
- ❑ Students and teacher speak and write in complete sentences restating the words from the question.

Best Practices continued

- ❑ **Students write daily.**
A line should be skipped between each paragraph.
- ❑ **Students are given practice in using the symbol ^ to add words or phrases.**
- ❑ **Students use proof/polishing pens (red or purple).**

Specific MSA Prep

- ❑ **A BCR or ECR is “touched” each day.**
- ❑ **Students have the “MSA Resource Book” on their desks and use it daily.**
- ❑ **Students have the reading and math rubrics consistently in front of them as a reference and can verbalize what you have to do to get a “3”.**
- ❑ **Students utilize and explain the “RACE” and “ARE” strategies.**
C=Cite Support by using text, picture, title, etc; E=Explain your answer using background knowledge and authority (i.e. - This tells me..., This means..., For example..., For instance..., I know this because...). Students should cite and explain #1 support, then cite and explain #2 support.
- ❑ **Teachers teach a system for eliminating the 3 tricksters in a selected response question.**
- ❑ **Students can support their selected response choice with why it is correct.**
- ❑ **Students fold a notebook piece of paper into boxes to simulate the “Score 3” math scrap paper.**
- ❑ **Students proofread repeatedly until “time is up”.**
- ❑ **Teacher provides students prompt and detailed feedback on assessments.**
- ❑ **Current exemplary (including neatness and grammar) BCRs & ECRs are displayed in the front of the classroom with detailed feedback (< two weeks old) and referred to.**
- ❑ **Teacher demonstrates knowledge of writing and scoring BCRs, ECRs, and Selected Response questions.**

Promoting Active Student Engagement

- ❑ **Teacher supports “on-task” behavior including reading or working in the morning and listening/watching the morning announcements.**
- ❑ **Students demonstrate the 5 expectations for respectful listening:**
Eyes on the speaker, Lips quiet, Hands empty and on desk, Sitting up, Feet flat on the floor
- ❑ **Students read when work is completed. “We are a School of Readers”.**

Promoting Active Student Engagement continued

- ❑ **Teach and model the words and meanings of “choices” and “perseverance”.**
Everything is a choice. What’s the test for a good/smart choice? I’m not afraid for people to know about my choice. Perseverance means you never give up, even if it’s really hard.
- ❑ **School-wide and classroom behavior expectations are posted and enforced consistently; students can explain them.**
- ❑ **Teacher is using classroom management techniques (PMS Protocol – Specific Praise).**
- ❑ **Teacher has high expectations for ALL students, as demonstrated by interaction, seating, etc.**
- ❑ **Teacher uses physical proximity to monitor and question.**
- ❑ **All students can view the screen/board with ease and comfort.**
- ❑ **Students use planner as a hall pass and parent communication tool.**

Pocomoke Middle School Teacher Reflection on the Review Process

Before beginning the process:

- Decide on what day each week your team will examine student work.
- Decide on a facilitator who should try not to participate in the substance of the conversation, and maintain a nonjudgmental attitude.
- Determine what your team will be learning through this process.
Two goals must be to: 1) examine the work of basic and bubble students across the content areas and 2) examine the assessment tools being used by the content area teachers.

Ground Rules

When looking for evidence of student thinking:

- Stay focused on the evidence that is present in the work.
- Look openly and broadly; don't let your expectations of a particular student cloud your vision.
- Look for patterns in the evidence that provide clues to how and what the student was thinking.

When listening to colleagues' thinking:

- Listen without judging.
- Tune in to differences in perspective.
- Use controversy as an opportunity to explore and understand each other's perspectives.
- Focus on understanding where different interpretations come from.
- Make your own thinking clear to others.
- Be patient and persistent.

When reflecting on your thinking:

- Ask yourself, "Why do I see this student work in this way? What does this tell me about what is important to me?"
- Look for patterns in your own thinking.
- Tune in to the questions that the student work and your colleagues' comments raise for you.
- Compare what you see and what you think about the student work with what you do in the classroom.

WORCESTER COUNTY PUBLIC SCHOOLS
Pocomoke Middle School

Plan for Success, Part 1

NAME:

GRADE:

Ethnicity/Gender:

Place an X behind all that apply.

SPEC ED

SPEECH ONLY

ELL

504

FARMS

Place an X behind all areas student demonstrates the need for support.

Reading

Math

Writing

Support Services	Check as Appropriate	Person(s) Responsible	Comments
Schedule Adjustment		Bloxom	
Referral to PST/ICM		Stone	
SIPPS (grades 4/5)		Giddens	
Read Naturally (grades 4/5)		Giddens	
Benchmark Fluency (grades 4/5)		Giddens	
SOAR (grades 4-8)		Giddens	
Fast Forward (grades 6/7/8)		Giddens	
Extended Day Program- after school academies		Chisholm	
Extended Year Program – summer school		Chisholm	
Checklist		Perry/Gillespie	
Functional Behavior Assessment (FBA)		Perry/Gillespie	
Mentor		Stone	
Wellness Counseling		Covington	
Other:			

Date parent was informed of student needs and recommended intervention plan:

Comments/Concerns shared by parent:

Classroom Teacher's Signature: _____ Date: _____

Principal: _____ Date: _____

Parent Signature: _____ Date: _____

Worcester County Public Schools
Pocomoke Middle School

Plan for Success, Part 2

For Students Demonstrating Instructional Needs

Student Data to Support Identified Needs:

MSA Reading Score and Proficiency Level: Overall Scale Score and Performance Level: General Reading Processes: Informational Text: Literary Text:			
MSA Math Score and Proficiency Level: Overall Scale Score and Performance Level: Algebra, Patterns, and Functions: Geometry and Measurement: Statistics and Probability: Number and Relationships: Processes:			
CTBS Reading Composite Grade Level: Comprehension (Read) Grade Level: Vocabulary Grade Level:		CTBS Math Composite Grade Level: Applications (Math) Grade Level: Computation Grade Level:	
Benchmark Assessments		SuccessMaker Term 1:	Other:
Reading Benchmark 1:	Mathematics Benchmark 1:	Term 2:	
Benchmark 2:	Benchmark 2:	Term 3:	
Benchmark 3:	Benchmark 3:	Term 4:	
Benchmark 4:	Mid- Course:		
Benchmark 5:	End-of-year:		
Benchmark 6:	Pre HSA:		

Intervention Actions Provided by Classroom Teacher

[illegible]