**Roosevelt Middle School Executive Redesign Summary**

The Roosevelt redesign team wants the students to be engaged in the Roosevelt community. When the students walk in the building we want them to have a sense of pride and ownership in their school and its surrounding neighborhood. Our redesign work is within three pillars that we feel collectively will bring the change we need to move RMS to the next level.

**Engagement**

## RMS REDESIGN PILLARS

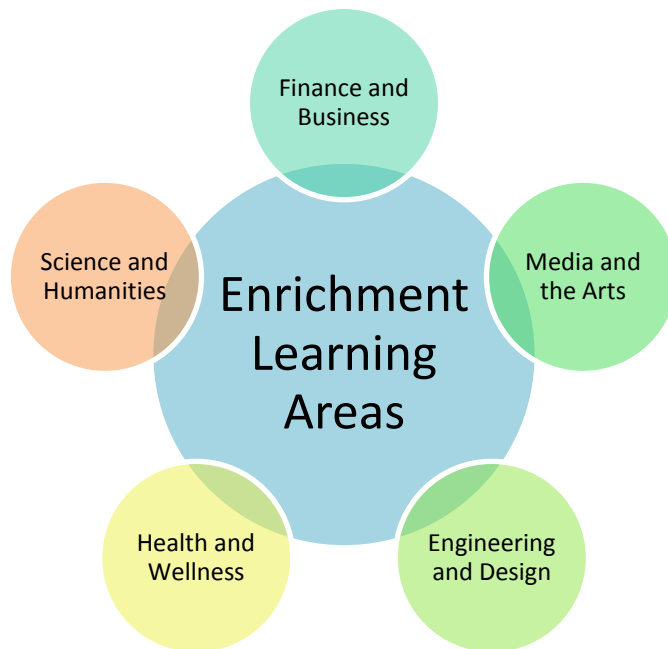| Engagement | Teaching and Learning | Climate and Culture |
|---|---|---|
| • Design Enrichment Pathways<br>• Redesign Enrichment Learning Time (MARS)<br>• Expand Positive Youth Development Opportunies | • Formalize Shared Leadership Opportunities<br>• Expand Personalized Learning Pathways through the Summit Learning Program, Advanced Learning, and Dual Enrollment.<br>• **Embed Accountable Talk as School-Wide Instructional Focus** | • Establish Shared Vision Committees<br>• Enhance PBIS System to Improve our Tiered Model of Support<br>• Create Daily Academic Support to Include Advisory |

**Engagement**

In support of our mission and core values, we are looking to improve student motivation and self-discovery by creating enhanced unified arts offerings. We propose taking our existing ten courses and designing some new offerings that will engage students in their learning. Potential examples include:

- Humanities
- Instructional Technology
- Engineering

By adding these additional courses, we are hoping to engage and inspire our students in their own learning.

Currently, Roosevelt has an intervention class titled MARS. We are looking to redesign that time and utilize additional staff including our EL and special education teachers to support and engage our students in more enriching academic opportunities. We plan to use the new STAR assessments to create flexible groups and progress monitor student growth. Furthermore, we are looking to work with our wraparound coordinator to seek out community partners to help support our enrichment offerings and create service learning opportunities for our students.

# Enrichment Course Descriptions/Proposals (MARS)

Finance and Business

Science and Humanities

Enrichment Learning Areas

Media and the Arts

Health and Wellness

Engineering and Design

Goals

1. Improve student' academic achievement by providing quality, engaging enrichment courses and academic support for students that align with the five categories which reflect our school's mission.
2. Engaging, project based classes that produce a tangible product.

Class proposals will be submitted by EL, SPED and Core Academic Teachers. Once approved, teachers will plan and design an enrichment class that may utilize community partners. All courses should align with one of the five Roosevelt Middle School Enrichment Learning Areas and incorporate project based learning and 21$^{st}$ Century skills.

Google Doc.

First Name

Last Name

Proposed Course Title

Detailed Class Description

Specify Grade Level - Grade 6, 7, 8

Space requests/room requests


Math Target Standards/Skills Addressed

- Incorporate technology and/or other mathematical tools to enhance students' mathematical skills and understanding
- Develop mathematical literacy skills by incorporating a variety of written and/or oral assignments, reflection journals, presentations, etc.
- Construct and interpret different visual representations (scatter plots, line plots, histograms, bar graphs)
- Other:

ELA/Literacy Target Standards/Skills Addressed

- Read closely to determine what the text says explicitly and to make logical inferences from it (annotate text and make marginal notes).
- Cite specific textual evidence when speaking and writing to support conclusions drawn from the text (accountable talk).
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Other:

Science Target Standards/Skills Addressed

- Develop understanding of fundamental concepts of the domains of science (Earth & Space, Life Physical Sciences).
- Develop understanding of the connections across the science domains to technology and engineering.
- Apply inquiry based instruction to develop scientific understanding.
- Other:


In terms of expanding positive youth development to further engage our kids, we would like to create more opportunities for them after school. We will start by surveying students. We want to better understand what the students are interested in, and what they want to do in an after school program. Additionally, we would like to survey parents about any bumps in the road that may hinder their child's participation in programming, whether that be with transportation to or from the program or overall interest, so we can overcome these obstacles.

Following the survey we would like to reach out to our community partners to see if they can support us in turning student ideas into programs. As well as assist us in supporting the students in current programs. Lastly, we would like to create a database for our students, similar to a course catalog in college. The database would list all the after school program offerings that students can choose from.

Finally, we will recruit teachers to help facilitate the programs, as well as offer them support. Teachers that feel supported will better engage our students. In closing, we want our students to improve their attendance, feel comfortable at RMS, and feel proud to be part of RMS.

**Teaching and Learning**

As part of our second pillar, Teaching and Learning, we would like to create shared leadership opportunities in our building. We propose two ways of introducing this shared leadership; Team Coordinator positions, and a building based Teacher Mentor program. Team Coordinators where there will be ten total, one per academic team, and one for unified arts. These teachers will serve as a liaison between the administrators and their teams as well as being charged with facilitating team meetings. Teacher Mentors will be five teacher mentors total, one for each content, and one for each specialty (ELA, Science, Math, Social Studies, EL, SPED, and UA). These teachers will provide model classrooms that display best practices such as classroom management, rigor, PBIS strategies, student engagement, gradual release, and our school wide focuses. They will also provide professional development on instructional strategies, and will be available for instructional support. These are paid positions with a proposed stipend $1550 for mentor teachers and $1400 for team coordinators.

Another element under our Teaching and Learning pillar is our expanded learning pathways. Like the other two middle schools we will be instituting the Summit Learning program on one sixth grade team next year. We will also be introducing the Advanced Learners program in the seventh grade, and we will be continuing the Dual Enrollment program with our eighth graders.

Our next redesign element under our teaching and learning pillar is to enhance our school wide instructional focus with accountable talk. At RMS, our instructional focus for the last three years has been "read to know and write to show", which means a literacy focus in all classes and all content areas. At this point all teacher s are comfortable incorporating literacy strategies into every lesson and all students know the instructional focus, and as a group we have owned this. As a redesign team, we want to keep our instructional focus but we felt it was time to strengthen this with another element, and accountable talk is the way our students will dig deeper and think more critically about the curriculum.
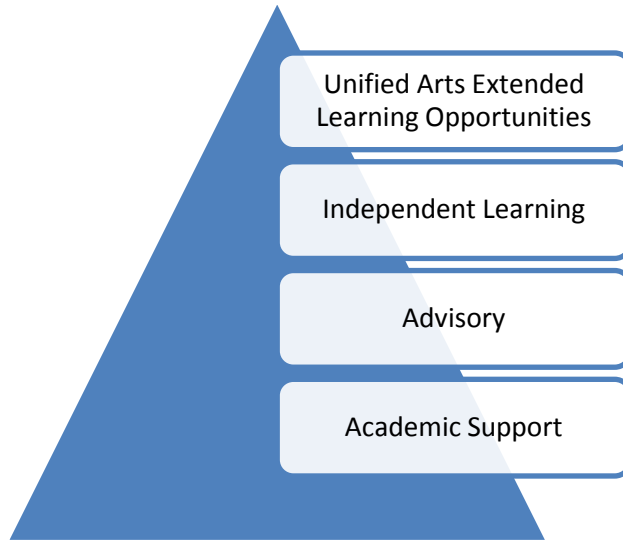
In an accountable talk classroom students are taught to collaborate with one another to analyze a topic then discuss, defend, and support their thinking and position. This will culminate into higher quality writing in response to text. This is all done in order to better extend their understanding and to promote rigorous thinking and discussions led by the students in our classrooms. In order to best implement accountable talk into our classrooms we would like to base some of our school wide professional development around training teacher s and offer model classrooms where teachers can go and observe the strategies in action. We want to make sure that it is incorporated into our classrooms with fidelity so that it will move our teaching and learning in the right direction and enhance our proficiency. This work will be facilitated in TCT meetings which may now be administratively directed next year.

**Climate and Culture**

Under the pillar of Climate and Culture, our goal is to improve the teaching and learning environment by having all staff and students gain a sense of belonging at Roosevelt Middle School. The first way we plan to do this is by establishing Shared Vision Committees that all staff may participate in. These committees will be focused around teaching and learning, social/emotional needs of students and community outreach. We would like to have all staff members buy in to the committees creating a feeling of equity where we will be invested in the direction of Roosevelt Middle School. We also plan to enhance our current Positive Behavior Intervention System so that it will be based on more age appropriate awards and incentives. We are planning to revamp our school store and implement school Spirit Wear as a RMS dress code. Through this enhanced system, we hope to engage all students and staff in a positive school spirit feeling a sense of belonging within our close knit community.

Also, as a way to improve climate and culture, we have planned to build in an "ELT" or extended learning time.

# Extended Learning Time



| Academic Support | Advisory | Independent Learning | Unified Arts Extended Learning Opportunities |
|---|---|---|---|
| • Homework<br>• Test Make-up<br>• Remedial<br>• One-to-one conferences<br>• Goal Setting | • Social-Emotional Support<br>• Character building<br>• School community connections | • SSR<br>• Projects<br>• Homework | • Incentive based |
| **Outcomes**<br>• Increased percentage of homework completion<br>• Higher understanding of the content<br>• Higher classroom performance<br>• Bridge gaps<br>• Complete make-up work<br>• Targeted and expedient intervention thru reflection<br>• Progress monitor student goals | **Outcomes**<br>• Improved relationships both peer to peer and peer to adult<br>• Decrease in tier two and three behaviors, office referrals and conduct cards and suspension rates<br>• Measurable increase in students displaying R.M.S characteristics<br>• Increased positive results on the Panorama Survey<br>• Increased attendance rate<br>• Improved community involvement | **Outcomes**<br>• Higher levels of literacy proficiency<br>• Increased opportunity for differentiated learning styles<br>• Increased participation in Youth Venture<br>• Increased percentage of homework completion | **Outcomes**<br>• Higher engagement<br>• Higher attendance rate<br>• Increase the percentage of the tier one student population<br>• Improved self-efficacy |

### Improvements

- School day will end with Extended Learning Time.  ALL students will be dismissed at 2:40 and staff's day will end at 2:45PM.

- Every teacher will have students for Extended Learning Time.

- At times ELT will be used as Advisory Period. Advisory is currently being structured by SFSS (Systems for Student Success) Committee.

- SPED teachers will service resource and/or co-teach students that require academic support.

- CORE teachers will service students that require academic support or will facilitate independent learning.

- UA teachers will service students that have demonstrated proficiency in academics and have been a positive member of the school community.

Finally, we know in order to improve the climate and culture of RMS we need to meet the needs of all of our students. At Roosevelt, our students have a wide range of needs, and some have complicated needs that must be met by high quality educators and social emotional specialists. We have a growing percentage of students with these types of needs, but we also recognize that we need to focus on our many tier one students as well. Part of this process is to revise the PBIS system to change the tangible reinforcement that we currently have. For example, we may keep PAWS as the reward for 6th graders, but have a different and more effective reward for 7th and 8th. Also, we will more regularly restock the school store with items that students indicate are meaningful based on survey responses. In addition, we will work with our support staff (Guidance, SAC, behaviorists) to better meet the needs of our tier 2 & 3 students. This may mean a new classroom response protocol, different groups of students counseled on more social/emotional areas, and offering expanded partnerships with outside agencies. By meeting the needs of this population of students while also supporting every student in the building, this will strongly improve the climate and culture at RMS going forward.