

TERMAN MIDDLE SCHOOL

FINAL REPORT
2007-2008

Palo Alto Unified School District

READING

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<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, ERB/WrAP, CELDT, classroom assignments and observations) to develop and 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 differentiations and/or interventions. ● Teachers/Teaching Teams/Instructional Supervisors will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading. ● The ELD support teacher with school support staff will consult with teachers throughout the year to monitor and support ELD student progress. ● The ELD support teacher will offer a support class for 6th graders through the wheel. ● Teachers/Counselors/Teaching Teams will collaborate to monitor student progress and revise IEPs 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 (SSTs), and parent education. ● Reading Support class and Staying on Top class (study skills for students without IEP) will be offered as part of the site elective program ● The English Department will meet on a regular basis to review and refine reading goals. ● The Librarian will collaborate with all teachers to promote literacy culture schoolwide.

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

- **What percentage of students made a year's growth or more on the California Standards Test-English Language Arts? What do the matched score API's and state API's show with respect to overall progress? What do assessment results on the Reading Benchmarks show with respect to the level of achievement and/or progress? What results stand out?**

In 2008 79% of students in all three grade levels made at least a year's progress by scoring Proficient or Advanced in the English Language Arts CSTs. There was a 9% decline from scoring Advanced to Proficient and 7% who improved to Advanced. A total of 87% of all students scored in Proficient and Advanced. The matched scores for students show very little difference. We continue with review of Kid by Kid using longitudinal data in order to focus on precisely what students need support and what type of support.

- **What activities were most helpful to ensure that students made at least a year's growth in reading?**

Grade level teams met weekly with Counselors, and administration to review students and programs.

Our Library program cultivated and supported a culture for reading, with Book-a-thon, Book Faire, summer reading program, Question of the week and classroom visits to the library for instruction with research and reading.

Resource Specialist Teachers met and collaborated with grade level teams on a regular and ongoing basis, usually weekly.

The following activities continue to be used at the three grade levels to ensure that students make at least a year's growth in reading, as measured by standardized reading assessments. Language Arts teachers read aloud core books and regularly provide explanations of such things as text, meaning and theme to clarify meaning for the student. Teachers worked one on one with students to enhance reading comprehension for all students and incorporated targeted reading strategies, such as finding the main idea and understanding word meaning in context. Students completed written responses to literature using structured response sheets or teacher guided writing. Many teachers encouraged the use of audio books and have a student listening center in their classrooms. We continue to increase our site inventory of audio books. The librarian organized a variety of reading experiences to promote and celebrate reading for all students, regardless of ability. Students are expected to read daily, minimum of 30 minutes in 6th grade and 40 minutes in 7th and 8th grade.

In the classrooms, teachers frequently provided opportunities for sustained silent reading (SSR) of 5 to 10 minutes for self selected books. This would look like a warm up in some classrooms or could take place during weekly advisory period.

- **What are our next steps with respect to this objective?**

Early in the school year we will continue to identify those students who have fallen below grade level using our assessments data. Teams will collaborate on next steps. These may include, but not be limited to, enrollment in AVID, placement in a Reading Support class, Math Workshop, English Language Support class, and/or placement in "Staying on Top" (Terman's study skills class for students without an IEP). The principal will work with counselors and the Resource Team to review support systems for these identified students.

- **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 California Standards Test-English Language Arts? What do assessment results on reading measures for URM students show with respect to the level of achievement and/or progress? What results stand out?**

Using matched scores for Hispanic and African American students we have a small percentage of students who slipped from Advanced to Proficient. There were also a small percentage of students who slipped to Far Below Basic as well as another small percentage of students who moved from Basic to Proficient. The percentages are very small and none are statistically significant. In order to effectively address the needs of these students, we continue to follow their progress in a Kid by Kid approach throughout the year.

- **What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?**

Grade level teams collaborated weekly with counselors and Special Education staff to differentiate instruction and provide support for these students. Sixth grade teachers noted improvement with ELL students who received English Language Development support early in the year. A Reading Support class was introduced as part of the site elective program. "Staying on Top" – study skills class for students without IEPs has continued as a site elective. Student identification for both of these classes was based on teacher recommendations and review of student assessment data. There was a high proportion of URM students in this group. We continue to purchase more listening centers and audio versions of core literature and other curricular subjects with audio recordings of the text. This allows students to experience the texts and books in different media.

- **What are our next steps with respect to this objective?**

Counselors will continue to review student scores Kid by Kid. This is shared with the grade level team and the resource staff to assure that students receive access to appropriate services.

Terman's curriculum now includes a Reading Support class and "Staying on Top" Study Skills class for students without an IEP and an English Language Development Support class for 6th graders. The principal will work with Site Support TOSA to review support systems for these identified students.

WRITING

District Strategic Goals	Site Strategies & School Improvement Activities
<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/Counselors/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 differentiate instruction that supports learning for all students. ● Teachers/Counselors/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-Traits writing. ● English teachers will promote the use of reference books for grammar and writing both at school and at home. ● A schoolwide emphasis on writing will be supported by such things as consistency in the use of writing terms, common school headings, formal publication standards and common spelling expectations. These will be widely communicated in student binder reminders as well as parent handbooks. ● English Teachers will develop their writing program and collaborate with other content teachers 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, SSTs, 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 collaborate with PTA to build technology resources, i.e. laptop carts, for use in writing.

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

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

For writing scores 81% of our students are at or above grade level based on to 2007 ERB/WrAP scores. We experienced a decrease of 3% overall from 2006. In the all grades there are fewer students scoring in the upper stanines of 7 to 9 and more students the mid and lower stanines. The teachers use these scores obtained in winter of 2007 to plan instruction for the remainder of the year. The numbers of students moving between the levels is small and is addressed at the classroom level on a Kid by Kid approach. The scoring data received from ERB/WrAP is broken down by categories, organization, word choice, sentence structure and support, for each student and the teachers use this information for lesson and unit planning.
- **What activities were helpful to ensure that students made at least a year's growth?**

We continue to teach the 6-Traits of Writing in all Language Arts classes, and all staff including content area teachers, shared in the use of the vocabulary of the 6-Traits writing process when addressing writing assignments across the curriculum. The English teachers meet and share sample student writing at each grade level. Nancy Ayling, Writing Consultant to the district, has provided staff development to teachers facilitating the use of the secondary writing matrix. The Creative Writing elective class focuses on student publications and provides opportunities for students to write for the yearbook, poetry anthology, and a school newspaper. Staff has placed more computers in regular classrooms to allow for students to do revision work and access their electronic portfolio. Most teachers, both core and electives have students use laptops regularly for word processing, research, and revision. This was enhanced by a PTA purchase of an additional laptop mobile cart. Some students used the InClass digital drop box for writing drafts and feedback. Many teachers and students accessed TIGER lockers to organize drafts and to facilitate revision.

Some teachers continue to use "Alpha Smarts" (purchased by the PTA in 2004-2005) for student writing projects to build fluency.
- **What are our next steps with respect to this objective?**

English teachers will continue to refine common expectations for writing at each grade level, using 6-Traits writing as a basis for discussion. The entire staff will strive to use consistent terminology with students for all writing assignments, including common expectations for spelling and finished writing projects in English. Teachers will continue to send home copies of multiple-draft writing assignments with teacher feedback.
- **What percentage of under-represented minority (URM) students (by ethnicity, if appropriate (1) a year's growth or (2) more than a year's growth on the ERB /WrAP? What results stand out?**

Matched scores for students in 2007, indicate such small numbers moving between stanines with their scores that there is no statistical significance. As a staff we will identify these students on a Kid by Kid basis and work with the teaching teams to identify methods of supporting these students. Other groups of students showed little change from the previous year. These small numbers of students require continued individual review.
- **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?**

Weekly Team meetings allow teachers to meet and discuss student progress in all classes. Teachers discuss students and various strategies they use to support them. Resource Specialists meet regularly with teams and collaborated on supporting students in all writing assignments. Student Study Team (SST) meetings held with parents elicit support at home. Parents are given specific strategies for each individual student.

MATH

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<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-Math, CAT6, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students. ● Teachers/Counselors/Teaching Teams will identify students' strengths and weaknesses, plan strategies (tutoring, Math Academy, Math Intervention summer school), and will review and revise these plans mid-year. ● Teachers/Counselors/Teaching Teams 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. ● A Math Workshop class will continue to be offered as part of the site elective program. ● 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.

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

- **What percentage of students made a year's growth or more on the California Standards Test-Mathematics? What do the matched score APIs and State APIs show with respect to overall progress? What results stand out?**

The percent of Terman 6th grade students gaining a year's progress in Math is 77%; for 7th grade it is 80%, and for 8th grade it is 70%. Terman continues to have a higher percentage of students enrolled in Algebra in seventh and eighth grade than in regular grade level math courses and 96% of those students scored Proficient or Advanced. 22% matches scores for 8th grade students declined by one level or more and 16% improved by one level or more. In reviewing the matched scores we can readily identify the students who have declined and most of them have been or are now receiving support services. The small number of students not yet proficient but maintaining their level are also receiving support. In 7th grade only 13% declined by one level or more and 11% improved by one level or more. For students with matched scores we have identified those in need of support. Staff is beginning to work with the new 6th grade students to determine support needed.

- **What activities were most helpful to ensure that students made at least a year's growth in math?**

Regular team meetings with grade level partners facilitated use of textbooks and established consistent curriculum. In addition to these meetings, math teachers meet across grade levels and schools to share best practices and ensure consistency throughout the curriculum. This included a review of standards and units of study at all the grade levels and particularly seventh grade in 2007-2008. Teaming makes it possible to target students needing support. Teams were also able to block schedule and reorganize for flexibility to help struggling students as well as differentiate instruction as needed. Students were monitored regularly through team meetings. Students were able to access support through the Math Intervention Summer School and Math Workshop elective class. A small group of eligible students participated in a before school districtwide geometry/algebra class held at Jordan.

A Math Club sponsored by a math teacher met at lunchtime weekly. Those students also participated in a Math Challenge event in Santa Clara County and qualified for state finals.

- **What are our next steps with respect to this objective?**

Terman students who are eligible will continue to participate in a before-school districtwide geometry/algebra II class offered at Jordan Middle School. Differentiation will continue to be the focus of planning for student work in the classroom. Terman offers a math workshop class and "Staying on Top", a study skills course for students who do not qualify for an IEP at both 7th and 8th grade.

- **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 California Standards Test-Mathematics? What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress? What results stand out?**

Numbers are very small in this area; assessment results still show an achievement gap paralleling district results. There were virtually no differences in achievement for Hispanic and/or African American students with matched scores. The counselors and teachers know these students and review their progress regularly.

- **What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?**

The flexibility of teaming and block scheduling along with the use of advisory periods are helpful in regrouping students to provide support. Math Workshop for 7th and 8th grades also appears to be helpful to students. The number of students is small which makes it difficult to determine which activities were most helpful.

SOCIAL-EMOTIONAL-PHYSICAL HEALTH & RESILIENCE

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<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"> ● Teachers/Counselors/Teaching Teams/Administration will hold SSTs, conferences, and meetings to address the social and emotional needs of students. ● Terman staff will continue to collaborate on strategies to foster the social-emotional-physical health and resilience in students, such as Social Norms and “Let’s Get Real” programs. ● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. ● The staff will collaborate with the PTA to 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. ● The staff will implement lessons on social cruelty throughout all three grade levels. These are meaningful lessons focused on eliminating social cruelty. ● Counselors will initiate a student group to work with 6th graders to foster a safe school culture. ● Staff will continue to 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.

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

● **What strategies were successful in fostering social-emotional-physical health and resilience in students?**

Terman's Human Services team met once a week to discuss students' social, emotional, and physical health needs. Using shared prep periods, teacher teams are able to meet with the Counselor and administration and discuss student progress on a Kid by Kid basis. Then the counselors are able to set conferences and Student Study Team (SST) meetings using the common prep periods, thus increasing staff participation. The Special Education Team also meets once a week to review student issues. Grade level teams meet weekly and discuss activities in the grade level as well as focusing on social-emotional-physical health of students on a team. Counselors also meet regularly with the teams to provide support. Adolescent Counseling Services has an active presence at Terman.

We held various programs and implemented practices that connect students to school, such as Newcomer lunches, student clubs and Book-a-thon. There were several schoolwide interdisciplinary cultural celebrations, such as Breaking of the Bread in December. Some included day and evening activities for students, staff and parents. Ongoing programs include authors' presentations and various assemblies.

During 2007-2008 the entire staff participated in site specific equity training, including a unit on "identity Safety" to address the needs of those students who self identify as racial/ethnic minorities.

Last year the entire staff coordinated by the counselors to develop dedicated units on social cruelty. A detailed implementation plan was established for the 2007-2008 school year. The new school year will begin with a focus on eliminating social cruelty at Terman and taking steps to build a positive and safe school climate. Lessons were tailored for the three different grade levels and include different activities, but are the same across a grade level. Advisory period is used each week for these lessons. The counselors have created "Tigers Against Social Cruelty" (TASC) who are 8th graders working with 6th graders throughout the year. These activities are an outgrowth of the "Let's Get Real" program provided by the PTA in 2004-2005.

● **What are our next steps with respect to this objective?**

We will continue the aforementioned programs and practices, and add other activities as appropriate. In 2008-2009 our schoolwide focus will move to "social kindness."

DIVERSE AVENUES FOR STUDENT SUCCESS

District Strategic Goals	Site Strategies & School Improvement Activities
<p>Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.</p>	<ul style="list-style-type: none"> ● The principal will work with staff to develop interdisciplinary curricula to enhance opportunities for student success. ● Teachers/Teaching Teams 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. ● Staff will continue to provide opportunities for student performances in drama, chorus, band, orchestra. ● Staff will provide students with age appropriate leadership opportunities such as student council, conflict managers, community service. ● The district will continue to offer the choice of a Direct Instruction Program at Terman. ● The drama teacher will provide students an opportunity to participate in a major production. ● Staff will provide avenues for student community service. ● The District will continue to offer "Direct Instruction" as a choice program at Terman. ● A brochure on Direct Instruction developed by the School Site Council will be available.

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

● **What diverse avenues for student success were provided that honor the unique talents and abilities of each student?**

There are over 20 student interest based clubs going on each week; Leadership Team students and Student Council are very active in organizing and presenting school activities. We have an active YCS group on campus working on both environmental and social issues as they arise.

Grade level teams are able to “block” their schedules periodically which allows teachers and students to spend more time on a certain day with core curriculum. An example might be a science lab project that could not be completed in a regular fifty-five minute period but with twice that amount of time students become more thoroughly engaged in a project. Many literature studies can be more in-depth with a block of time to explore the material.

In art, teachers continue to display student work at Terman, at the District Office, and at the Palo Alto Art Center. In music, four different band/orchestra classes were offered, in addition to District Honor Band, Jazz Ensemble, and the like. Students had the opportunity to elect drama and/or to participate in Drama Club. The Drama Club produced “The Somewhat True Tale of Robin Hood” in March 2008. There were multiple opportunities to perform for small and large group audiences, both on campus and in the community.

Students studied Web page design, PowerPoint, and research skills using technology etc. They applied their skills in a variety of content areas. Additional applied academic offerings include home economics, forensics and industrial technology. Terman has a very active library program throughout the year with offerings such as, “Question of the Week”, Read-a-thon and Book Faire. Our library has extremely high circulation figures for both books and access to digital research sites. The library is busy with students before school, during brunch and lunch.

Age-appropriate leadership opportunities included Leadership Class, Student Council, and a Student Business/Activities elective class. There is a student store run by students using student input regarding what items to stock. Students, through the Home Economics department, prepare refreshments for the annual Volunteer Recognition and the 8th grade Recognition evening and periodically sell snacks after school. We have annual events from the Home Ec classes, such as, lunch served to staff, Gingerbread House displays and holiday bazaars. The Student Council assists with extra curricular activities such as dances, recycling, magazine drive and noontime activities for the entire school. Students read morning announcements. The Leadership class identified areas of need each year as part of their course of study and developed and implemented improvement projects. Physical education classes, Intramural sports and a three-season after-school athletic program provided opportunities for students to develop their interests and skills in a supportive environment.

Our world language offerings included French, and Spanish. 8th grade students have an opportunity to go on a trip to Washington DC during spring break.

● **Do the opportunities provide a broad range of meaningful experiences?**

The opportunities do provide a broad range of meaningful experiences. The elective team teachers investigate additional opportunities for connections between elective and core subject areas. We anticipate offering additional sections of art, world languages, drama, and computer technology to meet student interests, a result of the passage of the parcel tax and the support of PiE. There is also additional support in the Library as a result of the parcel tax.

We will continue to offer Video Production/Media classes. We again hope to produce a weekly news shows from our Broadcast Center. There have been a variety of “training videos” produced by students, such as “How to open your locker” or “6th grade Elective Wheel” which was presented at Back to School Night.

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<ul style="list-style-type: none"> ● Improve English Language Learners' ability to access the curriculum in English. ● Integrate English Language Learners into the schoolwide community. 	<ul style="list-style-type: none"> ● The District will provide a trained teacher to administer the CELDT to all students whose home language is other than English to obtain baseline and annual data. ● Teachers/Counselors/Teaching Teams will review CELDT data as well as other assessments and provide appropriate support to ELD students. ● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms in collaboration with a teacher trained in ELD. ● Staff will provide support to 6th grade ELD students through core and the elective wheel, and to other grades as possible. ● An ELD TOSA will coordinate ELL support on campus, work with parents and teachers to coordinate support for EL students and represent Terman at Districtwide planning sessions. ● The Staff will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families. ● The District will provide continued opportunities for classroom staff to improve the use of SDAIE strategies.

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

- **What progress have ELL students shown on multiple measures? What results stand out? What strategies and programs were used to support EL students and their families? What are our next steps with respect to this objective?**
 In 2007-2008 there were 27 students classified as ELL - English Language Learner - at Terman, with several parents waiving ELD services available at JLS. There were more than twice that many students identified as RFEP – Redesignated Full English Proficient – for whom we have a responsibility of monitoring their progress. For all the ELL students we review assessment data Kid by Kid to be certain that appropriate support is provided. Last year we continued to provide an English Language Development support class for 6th grade ELL students. We anticipate continuing this class in 2008-2009 with a credentialed ELD teacher.

 All of our core teachers have CLAD or equivalent credentials. Where appropriate teachers use any of a variety of specially designed instructional strategies for non-native English speaking students. Our library and now several 6th grade and English classrooms have audio players as well as a wide variety of books on cassette or CD to help students access books in other formats. With training from our ELL TOSA we are making better use of SDAIE strategies.

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<p>Identify, support, and challenge the gifted and talented students in the school.</p>	<ul style="list-style-type: none"> ● The staff 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/Teaching Teams 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/Teaching Teams will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources. ● District and school staff will identify high achieving students, develop a plan, and monitor student progress. ● Teachers/Counselors/Teaching Teams will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● The District will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.

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

● **Describe the GATE population with respect to ethnicity and ELL status.**

Terman has a total of 76 GATE students, 36% are Asian, 2% Hispanic, 58% Caucasian, 4% Other or Declined to State.

● **What strategies and programs were used to support GATE and high-achieving students?**

Our Terman GATE Coordinator continues to offer support to staff regarding their need for supporting GATE students. The coordinator noticed staff about the variety of resources available on site. We continue to support a TECH challenges Team sponsored by GATE each spring. Terman sends several teams every year to this event in San Jose. Last year with the help of 6th grade parents we also had several LEGO Robotic teams who also competed in local events. We continue to present several assemblies, aligned with the curriculum, during the year with the limited funds that we have. We have decided to continue a program that offers a morning of round robin math games in the cafetorium for sixth grade students. The coordinator meets with staff to provide support in the area of differentiated curriculum. There is also a resource file on differentiation maintained that is available to all teachers. Teachers continue to attend various workshops on differentiation.

● **What are our next steps with respect to this objective?**

It is anticipated that the sharing of instructional strategies and curriculum materials for all students, including those identified as GATE, will continue to be facilitated by the teaming structure. In Spring 2008 we initiated planning for building support and increased participation in our annual Science Fair.

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

<i>District Strategic Goals</i>	<i>Site Strategies & School Improvement Activities</i>
<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. 	<ul style="list-style-type: none"> ● District staff will provide staff with training about the specific learning needs of special education students. ● A site resource/support TOSA will collaborate with staff to plan and implement strategies for success for special needs students. ● Staff will collaborate to provide community service opportunities for regular education students with special needs students, including ongoing “Tasty Treats Café.” ● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● District staff, counselors, teaching teams, 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.

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

● **What strategies and programs were used to support special education students?**

Terman continues to have a Site Student Support TOSA to develop additional resources for high risk and resource students. We have established a reading support elective class as well as a study skills class for non-IEP students. Other strategies and programs used to support special education students include, but are not limited, to: study skills classes, behavior plans, grade level counselor support, referral to Adolescent Counseling Services, Homework Habitat, several satellite homework tutorials, enrollment in reading and/or math support classes, where appropriate, referrals to private services in the community, preparation of 26.5 Mental Health referrals, working with Stanford Psychiatric services as needed.

The Special Education Team, which includes the Administration and the counselors, meets weekly to review student progress. The Special Education staff met weekly with the grade level teams to review progress during the year and to fine-tune any support mechanism in place.

● **What accommodations in regular education programs were implemented prior to referral for assessment?**

Accommodations by regular education teachers include, but are not limited to: copies of teacher notes shared with the student, extended time for quizzes and tests, assignment of a "study buddy," assignment of a seat near the teacher, reduced homework and/or class work load, and extended time for homework completion, assignment to Homework Habitat. There is also consultation with special ed staff to design regular ed accommodations, use of audio books, helping families design homework habits, posting assessments on InClass and ACS referrals

● **What are our next steps with respect to this objective?**

The Principal will continue to work with the special education staff to facilitate collaboration with regular education teachers. The needs of our special education students are becoming complex and require a great deal of service and coordination of those services. The Special Education Staff will continue to meet with grade level teams to discuss student progress. In 2008 we started to discuss response to intervention (RTi) models so that all students receive research based, high quality, differentiated instruction from general education teachers in a regular classroom setting.

The District provides after-school in-service workshops on topics such as types of disabilities and new laws as they pertain to special education.

MEETING THE NEEDS OF ALL STUDENTS: LOW ACHIEVING STUDENTS

District Strategic Goals	Site Strategies & School Improvement Activities
<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"> ● Teachers/Counselors/Teaching Teams will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics and develop plans using available resources. ● Teachers/Teaching Teams will provide at-risk students with differentiated materials and activities, including math materials, using technology resources. ● 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 Staff will provide "Homework Habitat" on three afternoons a week in the library. ● The principal and teachers in collaborations with the PTA and Site Council will create ways to increase parental involvement through increased communication to ensure that parents do not feel disenfranchised.

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

- **What strategies and programs were used to support low-achieving students?**
Strategies and programs used to support low-achieving students include the following: The Advancement Via Individual Determination (AVID) program for under-achieving seventh and eighth grade students is comprised of Writing, Inquiry, Collaboration and Reading (WICR). Other programs included a pull-out ELD support class, Reading Support, Math Workshop and Staying on Top (study skills), after-school Homework Habitat, Advisory (Wednesdays after lunch), and SST meetings with staff and families.
- **What are our next steps with respect to this objective?**
Teachers and counselors continue to review longitudinal student test scores. The focus will be on the small numbers of students demonstrating lack of one year's progress. Teams will also identify potential at-risk students and discuss support plans. We will continue a Reading Enhancement class for students showing a need of support in this area; and a Study Skills class for students who do not have an IEP but demonstrate a need. Sixth grade teachers are working to make the study skills units consistent in all classes.

MEETING THE NEEDS OF ALL STUDENTS: LIBRARY

District Strategic Goals	Site Strategies & School Improvement Activities
<p>The PAUSD Library Media Program ensures that students become effective users of information and lifelong readers.</p> <p>1a. Information Literacy: Students will identify and use many print and online sources in developmentally appropriate ways.</p> <p>1b. Literacy/Reading: Students will recognize a wide variety of literary genres, award winners, authors and illustrators.</p> <p>Funding Designated state money for the school library collection shall be allocated to the library each year.</p>	<p>Information Literacy Students learn to find, evaluate and use information in meaningful and responsible ways. They are taught to:</p> <ul style="list-style-type: none"> ● Locate information from a variety of library sources; ● Use the automated library catalog and online databases; ● Identify and use many print and online sources; ● Evaluate critically both print and online sources for currency, relevancy, bias, and validity; ● Use developmentally appropriate steps in the research process; and ● Retrieve information for their personal interests and needs. <p>Library and Information Usage Students learn to practice ethical and responsible behavior. They are taught to:</p> <ul style="list-style-type: none"> ● Care for and respect resources and equipment; ● Honor copyright laws, cite their sources and avoid plagiarism; ● Use information technology both legally and ethically; ● Understand the importance to a democratic society of intellectual freedom and the free flow of information; ● Access information from diverse sources, learning to recognize and respect the viewpoints of others; and ● Collaborate with others and contribute to the learning community. <p>Literature Appreciation Students learn to choose, enjoy and respond to a wide variety of literature. They are taught to:</p> <ul style="list-style-type: none"> ● Appreciate written expression in all its forms; ● Recognize a wide variety of literary genres, award winners, authors and illustrators; ● Examine written material critically to enhance reading and writing skills; and ● Evaluate and select books appropriate to their personal interests.

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

● **In what ways can students identify and use a rich selection of print and online sources in developmentally appropriate ways?**

The Librarian works with teachers and provides lessons to groups of students on library resources. There are both print and online sources which the Librarian introduces to all students beginning in 6th grade which includes three class periods of orientation. Students learn where resources can be found and how to properly access them from our school Web site. In 2007-2008 there were 403 scheduled class visits and an average of 300 independent student visits a day.

● **How are students making appropriate selections to meet their information needs?**

Students are taught individually and during class visits how to appropriately and effectively access, evaluate and use a variety of information sources found in and outside of the library. Terman students have many opportunities to practice these skills through frequent class assignments and research projects assigned at each grade level.

● **What literary genres, award winners, authors and illustrators were explored?**

Sixth graders complete monthly book reports in the following genres: historical fiction, science fiction, fantasy, folklore and myth, biographies and award titles. Seventh graders complete independent reading assignments in realistic fiction, Holocaust literature, award titles, and multi-cultural titles. Eighth graders complete independent reading assignments in all genres according to free choice selections. Genre labels are applied to the spines of fiction books to help students make selections.

● **How have we provided a wide variety of quality reading experiences?**

The library devotes almost 30% of its collection to high quality fiction books and 57% to high quality nonfiction books. The library promotes reading through a variety of activities and experiences. These include the Book-a-thon, the Terman Library Reader's Club, an annual Book Fair in early December, an author visit for 6th and 7th graders each spring, a book group lead by Public Librarians for 8th graders in the spring, a summer reading list and program, student book reviews posted on the Library Web page and frequent book displays throughout the school year. Terman students are prolific readers as evidenced by last year's circulation of 17, 631 books from the library collection.

APPENDIX

2007-08 Demographic and Student Achievement Data Terman Middle School

2007-08 Enrollment

	Number	Percent
Asian	233	34 %
White, not Hispanic	347	51 %
African American	20	3 %
Hispanic/Latino	51	7 %
Other	35	5 %
Total	686	
Free-Reduced Lunch	41	6 %
Special Education	89	13 %
English Learner (EL)	28	4 %

Source: SASI- September, 2008.

Academic Performance Index (API)

2006 BASE	2007 GROWTH	2007 BASE	2008 GROWTH
935	940	940	941

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

Education Records Bureau Writing Assessment Program (ERB WrAP) Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2005-06			2006-07			2007-08		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Stanine 7 - 9	14	35	39	22	41	34	22	31	18
Stanine 4 - 6	63	55	50	59	44	53	64	48	64
Stanine 1 - 3	23	11	11	19	15	12	14	21	17
Number Tested	209	223	221	209	218	225	228	221	239

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing traits.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, <http://www.pausd.org/community/about/sar.shtml>, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: <http://www.cde.ca.gov>.

Terman Middle School STAR Test Results

CST refers to the California Standards Test.

This table shows the % of students scoring at the proficient and advanced proficiency levels.

Grade	CST 2005			CST 2006			CST 2007			CST 2008		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both

English/Language Arts

6	35	55	90	22	64	86	29	63	92	28	61	89
7	31	51	82	25	65	90	29	57	86	26	64	90
8	27	57	84	23	63	86	28	60	88	26	59	85

Mathematics

6	33	57	90	27	55	82	32	54	86	29	55	84
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At grades 7 and above, students take different CSTs in mathematics depending on the specific course they are taking.

7(a)	24	51	75	35	50	85	18	58	76	35	52	87
7(b)	<i>first offered 2008</i>			<i>first offered 2008</i>			<i>first offered 2008</i>			<i>fewer than 11 students</i>		
8 (a)	51	4	55	42	10	52	51	10	61	41	17	58
8 (b)	46	49	95	34	57	91	43	50	93	33	63	96
8(c)	<i>first offered 2008</i>			<i>first offered 2008</i>			<i>first offered 2008</i>			<i>fewer than 11 students</i>		

(a) General Mathematics; (b) Algebra I; (c) Geometry

History/Social Science

8	28	53	81	28	52	80	29	57	86	21	60	81
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Science

8	<i>first offered 2006</i>			16	70	86	15	76	91	10	78	88
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