



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY**

**FOR: SUN VALLEY MIDDLE SCHOOL**

**PROPOSED BY: SUN VALLEY MIDDLE SCHOOL DESIGN TEAM**

**FOR: SUN VALLEY MIDDLE SCHOOL**

**Mission & Vision of the School**

- The mission of Sun Valley Middle School (SVMS) is to support every student’s diverse intellectual, social, emotional, and physical strengths and needs by utilizing the highest standards of instructional practices and promoting the development of the elite leaders of tomorrow. Emphasis will be placed on challenging students to develop the problem-solving and interpersonal skills to succeed in the 21st Century. SVMS will encourage students toward academic success in middle school while preparing them for high school, post-secondary education and professional careers.
- The vision of Sun Valley Middle School is to serve as the hub and heart of the community, providing both academic support and social services for all students and their families. SVMS is committed to establishing a culture of learning that cherishes and celebrates academic achievement, independent thinking, and personal growth. Students will have a strong foundation of knowledge, skills, and abilities in core academic subjects and a commitment to the community. SVMS will foster positive relationships in a safe and supportive environment and work collaboratively with parents and the community. SVMS will nurture every student to foster skills and self-confidence and develop pioneers of today into global pioneers of tomorrow.
- Students will;
  - Develop as inquisitive, compassionate, and confident learners with a solid academic foundation and a strong sense of community;
  - Possess a respectful curiosity and global awareness to interact across cultures with confidence and demonstrate a commitment to doing what is morally sound (a school motto is “Do the Right Thing”); and,
  - Have a commitment to leading lives of purpose and service within the community.
  - Be high school, college and career ready with an environmental science and social justice orientation.

**Designing Data Driven & Student Centered Instructional Programs**

**CSTs: Students with Disabilities (SWD)**

- ELA-5% Proficient and Advanced
- Math- 6.7% Proficient/Advanced
- 9.7 point drop from the previous year’s results

**CSTs: Economically Disadvantaged**

- All students at SVMS are categorized as economically disadvantaged
- Math- 25.7 % Proficient and Advanced
- ELA- 27.7% Proficient and Advanced

**CSTs: Gifted**

- 5% of the population is identified as Gifted
- 90% were scoring in the Proficient and Advanced categories across multiple subjects, including ELA, math, history and social science, and science
- 70 % of 8<sup>th</sup> graders scoring Proficient and Advanced in Algebra I
- 7<sup>th</sup> graders were underperforming relative to their 6<sup>th</sup> and 8<sup>th</sup> grade counterparts in every subject.

**CSTs: English Learners (EL)**

- ELA-2% Proficient and Advanced
- Math-6.4% Proficient and Advanced
- Increase in EL students in Algebra I

**Strategies**

- Academic
  - differentiated instruction
  - Thinking Maps
  - Spiraling of key standards throughout the school year
  - Specially Designed Academic Instruction in English (SDAIE)
  - English Language Development (ELD) strategies(for ELA)
  - After school intervention, and Response to Intervention and Instruction



- SVMS will strive to create a place where students, staff and families want to be
- School culture shaped by suggestions and concerns of parents and school community
- 100% attendance of students and staff
- Welcoming atmosphere
  - staff trained in customer service
  - improved communication between staff and community
- Create opportunities for parent involvement
  - Family Nights, Health Fairs, Science Fairs, Classroom Gallery Walks, Active Parent Center, Parent Education Classes.
- SVMS will work to make sure 100% of parents, guardians and other members of the community know there are opportunities for involvement at the school. SVMS will encourage these individuals to speak with teachers about their child’s schoolwork, become informed about available academic services, participate in parent councils and organizations, and attend trainings. To improve this form of constructive communication and engagement, the school will commit to monthly parent events such as award assemblies, parent conferences, parent workshops, coffee with the principal, and student performances.
- Schoolwide instructional practices such as the use of advanced graphic organizers, cooperative and communal learning, academic language development, instructional conversations, differentiated instruction, SDAIE strategies, and Cornell notes will be used strategically within the multi-tiered interventions to insure universal access to SVMS students.
- COST, SST, and LAT meetings will be ongoing in an effort to prevent students from falling behind their peers.
- The instructional framework of SVMS will address the needs of the student population described above and help attain the goals outlined in the previous section.
- It will be built through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships.
- SVMS will implement a new, small-school approach to help students overcome traditional success barriers and empower them to succeed in middle school while preparing them for high school and college and career.
- SVMS will offer students an academically rich program in the form of two academies, Environmental Science Academy and Social Justice Academy.
- The Environmental Science Academy will host the School for Advanced Studies (SAS) yet both academies will implement Advancement Via Individual Determination (AVID) program.
- Additional daily intervention/enrichment period differentiated for the needs of each student.
- Americorp tutors to provide additional tutoring for students in class and in the library during lunch.

### Instructional Program

- SVMS will utilize the Problem Solving Process of the Response to Instruction and Intervention (RtI<sup>2</sup>) multi-tiered framework with the whole student population.
  - All students at SVMS will receive grade level, standards based, high quality first core instruction through the use of district approved curriculum and instructional strategies (Tier 1).
  - Teachers will provide immediate, in-class, evidence based intervention to students based on Core K12 Progress Monitoring Assessments, Periodic Assessments, Curriculum Based Assessments, CST and CELDT scores in order to prevent students from falling behind in their core content mastery.
- Students with disabilities –***
- Teachers will collaborate on backwards planning during weekly common planning time/professional development to analyze authentic data, running records, and periodic assessment data to assess students’ mastery of meeting grade level standards.
  - A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student needs.
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  - Teachers will provide immediate, in-class, evidence based intervention to students based on Core K12 Progress Monitoring Assessments, Periodic Assessments, Curriculum Based Assessments, CST and CELDT scores in order to prevent students from falling behind in their core content mastery.
  - All SWDs will be exposed to and participate in the same programs that are set up for the larger school population and receive the same support.



***Socio-economically disadvantaged students –***

- YPI’s vast array of social services will help us meet the needs of our socio-economically disadvantaged students (i.e., wraparound, mental health, health).
- Additional tutoring support through Americorp tutors

***Special needs students –***

- Ongoing constant progress monitoring.
- Additional tutoring support through Americorp tuors.
- Learning Center for small group support and instruction.

***Gifted students –***

- Providing opportunities (i.e., presentations) in which students demonstrate what they have learned to peers, teachers, families and community members.
- Students performing above grade level in Math will receive differentiated instruction to meet their higher level needs by having students make connections to daily their daily lives and content being taught.
- Teachers of SAS students will receive training (i.e., district, conferences) to meet the academic and social emotional needs of gifted learners.
- SVMS will offer a higher level of library resources for gifted students. SAS students will use strategies such as “Depth and Complexity” to increase metacognitive thinking.

***English Language Learners –***

- ESL core classes recent English Learners
- Long Term English Learners will be placed with teachers that are knowledgeable of both the student and the structure of the secondary ESL program. They will be placed in a Core English class with an English Language Support class.
- Portfolios will be carefully monitored to ensure adequate and accurate reflection of student progress.
- Teachers in both academies will work collaborative with the ESL teachers to meet the needs of ESL students.

***Standard English Learners –***

- Will create an independent reading culture through the intervention program with 20 minutes of Silent Sustained Reading to start the period with high interest books available in the classroom and in the library.
- Through the +1 intervention period students will get additional English support. For struggling students they will receive a two period block of English.

**School Culture**

The culture of Sun Valley Middle School will focus on high academic achievement, student success, personalized learning, and a safe environment. It will be student-centered and teacher-supported. Students, staff, families and the community will work together to create a safe and inviting atmosphere dedicated to optimal performance for all stakeholders. Learning will be personal and professional for students, staff, families and community members. SVMS will harbor respect for all people and encourage honorable behavior to make the school a place where people want to be. School culture will be socially and emotionally supportive, family and community friendly, as well as college and career-oriented. To create a Small Learning Community, SVMS will place all students into one of two academies by dividing each grade level into two equal groups. The Environmental Science Academy will house the School for Advanced Studies, and the other will be a Social Justice Academy.

In a typical day a student will show up to Sun Valley MS well rested with an 8:10am starting day. As a 6<sup>th</sup> grade student he will attend his first period class for 98 minutes then go to nutrition. After nutrition he will attend his 3<sup>rd</sup> period class and then go to Lunch with only other 6<sup>th</sup> grade students in order to have a calm and less stressful lunch with fewer students and no older students. After lunch he will attend his intervention class or an enrichment class if he is on grade level, for 60 minutes. He will then end the day in his 5<sup>th</sup> period class for 98 minutes and leave at 3:15pm to go to a vibrant after school program where he will be able to participate in sports, music, theater, get homework support and/or many other activities. During the day he will be in an area dedicated to just 6<sup>th</sup> grade students in order to help ease the transition into middle school. However, he will belong to a particular academy (Social Justice or Environmental Science) and the 7<sup>th</sup> and 8<sup>th</sup> grade teachers will also get to know him as they visit with their 6<sup>th</sup> grade colleagues to ask about the new 6<sup>th</sup> grade students and how they are doing.

**Extracurricular activities**

- Students Run LA
- Battle of the Books



- Leadership
- KYDS Program
- Intramural Sports at Lunch
- Competitive Sports after school
- Music, theater, art after school
- Tutoring and Homework help before and after school
- Dances
- Lunchtime activities led by the leadership students

**Parent Engagement & Involvement**

- YPI will work with SVMS to engage parents and community members through practices it employs in its current programs.
- Together YPI and SVMS will host community events to encourage parents and community members to become involved in the school.
- YPI uses promotoras (community members who reach out to parents and residents) to engage parents and community members. As sources of authentic and trusted voices of the community, promotoras answer questions, explain resources, and encourage the use of services.
- The school will work to provide parenting education services like the National Council of La Raza’s (NCLR) Parents As Partners (PAP) program, which focuses on college requirements and Parents as Leaders Program which helps parents acquire the skills and confidence necessary to become change agents for their children’s education.
- The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to school personnel, as well as plan activities that address school issues.
- All parents/guardians will be strongly encouraged to attend an orientation at the beginning of each school year at which they will be asked to sign a nonbinding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth.

**Staffing**

All teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing each student for high school and beyond. They will sign commitment letters that commit them to:

- Demonstrate mastery of their discipline content and a familiarity with content standards.
- Be willing to collaborate with colleagues to develop, implement, and regularly evaluate the success of standards-based and instructional strategies.
- Have or are willing to develop a reflective practice in which they take responsibility for the learning of the students.
- Be willing to work in a full inclusion environment and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged.
- Be eager to actively engage students, parents, and the community in the learning process.
- Attend all professional development sessions throughout the year.
- Work collaboratively with peers, including developing lessons and units in disciplinary teams.
- Be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, community members, and fellow faculty members.
- Be more involved in community events.
- Be involved in one standing committee, ad hoc committee, or extra curricular program during the year.
- Be expected to maintain discipline within their classrooms and follow prescribed steps and procedures to deal with behavioral matters.
- Maintain a suggested minimum of one, regular office hour per week, posted outside the classroom and included within the teacher’s syllabus.
- Use professional development time to plan and revise curriculum, reflect on student progress, review assessments, and analyze teaching strategies.

**Applicant Team Contact Information**

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