

## STEVENSON MIDDLE SCHOOL



### 2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Suburban

School Enrollment - 942

Grade Levels - 6, 7, 8

School Calendar - Traditional

Free and Reduced Lunch 100%

English Learners - 21%

Students With Disabilities - 10.2%

Stevenson Middle School

Maywood-Melrose Park-Broadview District 89

1630 N 20th Ave Melrose Park IL 60160

Tel (708) 450-2053

Principal - James Parker

<https://stevenson.maywood89.org/>

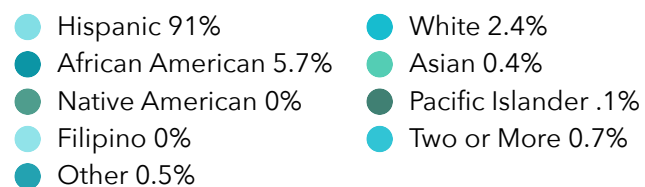
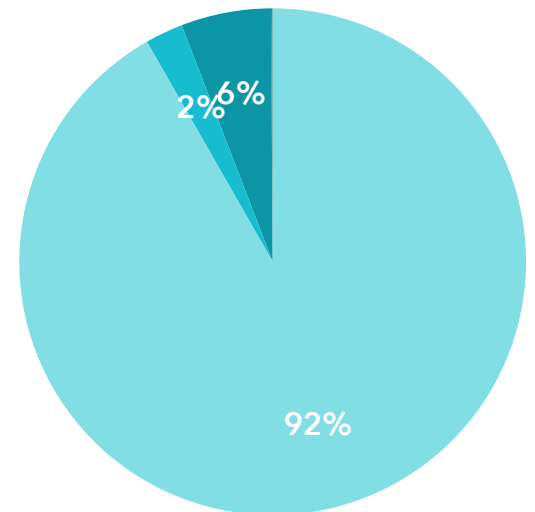
### School Characteristics and Replicable Practices

#### Academic Excellence

- Our school challenges its learners in four CORE content areas and six ENCORE areas; in addition to our Fitness and Skills curriculum. In Math, we use the CMP to support our program. Pearson drives our Reading instruction, and a new Social Studies series - Houghton Mifflin Harcourt - has been added this year.

- Stevenson incorporated accelerated math classes in the 2016-2017 school year. These classes included approximately 65 students determined by MAP scores and teacher recommendations. In the 2017-2018 school year, we restructured our math

### 2017-2018 School Demographics



sections and determined to offer one single accelerated math class and one double accelerated section per grade level. The double accelerated class includes the 10-20 highest scoring students according to MAP scores and the purpose of that class is to expand both the depth and breadth of our math content. The sixth and seventh grade classes are designed with an emphasis on algebraic thinking and the eighth grade class focuses on algebra and trigonometry concepts. Math classes use a Connected Math (CMP) text that uses a Launch, Explore, and Summarize sequence for high-level math instruction. This math program is conceptually based, rather than a skill and drill approach. Language heavy, this program is hard for our students. However, with the support of Content Day meetings led by our Math coaches, teachers can develop strategies for delivering this curriculum.

- A common teaching strategy in ELA and sometimes in Social Studies is the Socratic Seminar. In the spring of 2015 two of our teachers gave an interactive presentation at a staff meeting on this topic. (They also presented at Summer Splash) Our students really rise to the occasion when given the chance to offer opinions on characters and plot lines. More than a debate, when implemented properly the teacher truly is a guide on the side while students take responsibility for their own learning. Like other structures, once taught, these structures can be applied in other grade levels and subject areas.

## **Developmental Responsiveness**

- Stevenson Middle School strives to be cognizant of the developmental needs of our students. After a year and a half of operation, student discipline numbers were off the charts. The numbers of write-ups, misbehavior occurrences, and suspensions were unacceptably “off the charts.” In conjunction with a District sponsored thought partner, The Association of Urban School Leadership, (AUSL) the Stevenson Middle School administration team implemented the “Six Step Process.” This approach to student management required that teachers strive to keep students in the classroom rather than be too quick to call for the Dean of Students and is based on challenging teachers to understand the developmental needs of the children in their classrooms. The result was a dramatic decrease in office referrals. This, in conjunction with the implementation of the D89 classroom checklist to start the 2016 - 2017 school year, challenged teachers to take a look not only at the welcoming nature of their classrooms, but also to their approach to building relationships with their students. The Six Step process allows for two warnings, a reflective timeout, a private conversation with the teacher, a phone call home, and assigned after school time prior to buzzing the office for the support of the Dean. This allows students to have an “out,” and decide to get themselves back into the classroom setting.

- From day one in our middle school, each ELA classroom was outfit with a kidney-shaped table to support a guided reading approach to Reading instruction. Bolstered by a district initiative the following year, small group instruction became an expectation in all academic classes. Teachers are to plan to implement this strategy to meet the diverse developmental needs of the students in their classroom. This and other differentiation strategies have been taught and sometimes even modeled on our Tuesday Professional Development meetings. When using a Small Group Instruction

strategy, teachers are able to assign students to different “stations” for self-directed learning. One station is a small group time with the teacher, who has targeted specific students for specific instruction often based on MAP and assessment data.

- Our Advisory time is a key time to support the developmental needs of our students. This is a time when Social and Emotional Lessons (SEL) are taught. Topics range from internet safety to bullying in school. Eighth grade classes, for example, might have a focus on high school preparation, seventh grade on goal-setting and sixth grade on the importance of team building and getting involved in their new school. In general, the “kids are the curriculum,” and teachers are challenged to develop lessons accordingly. Often, team planning time is used as a time to share ideas and plan SEL lessons. Each team has been provided sample lesson on myriad topics. Project Wisdom: <http://www.projectwisdom.com/> and CAMFEL <http://www.camfel.com/> have been used each year to support our SEL lessons.
- For all four years of our existence as a middle school, a PBIS incentive program has been used to recognize and reinforce good behavior.

## **Social Equity**

- In striving for ALL students to actually mean ALL students, Stevenson Middle School has implemented a number of programs and approaches.
- At the instructional level, the implementation and the expansion of co-teaching over the course of our first four school years has ensured that we do not need Self-Contained classrooms for students who had typically been assigned to LD, BD, or Cross - Categorical self-contained in previous educational eras. This approach, when combined with the Small Group Instruction initiative allows all students to access our curriculum.
- New for the 2016-2017 school year was our Life Skills program - STRIDE. This self-contained district program housed in our school serves the needs of some very special learners. STRIDE students operate a Cafe, which sells simple snacks and drinks for one dollar. Students learn to make change, have simple communicative interactions, and to create a product. (They do some (supervised) baking!) Proceeds from the Cafe go toward community field trips, which might include getting a library card or taking a train to get lunch in another town. STRIDE students attend general education classes according to their readiness levels. For example, all attend grade level ENCORE and Fitness classes. In addition, all eat at the same time as other students in their grade level. Occupational therapists, a speech / language therapist, an adaptive PE teacher and physical therapists provide specialized support. These adults augment the leadership of the classroom teacher and the support of the teacher assistant and one-to-one aides who accompany students to ENCORE classes.
- Finally, the teaming process supports social equity. All students are considered on Data Day. All are identified for targeted Multi-Tiered System of Support (MTSS) classes based on achievement

data. Over the years, classes have included the district initiative - Compass Learning, Caught Reading, novel studies, math support, Geography, Chess, etc. The idea is to offer something appropriate for everyone.

## **Organizational Support**

- Stevenson Middle School organizes itself around Four Pillars, which closely relate to the four School to Watch criteria. In the 2015 - 2016 school year, our leadership team chose the pillars of Equitable (Social Equity), Challenging (Academic Excellence), Empowering (Due to Organizational Structures) are added to Developmentally Responsive.
- Stevenson Middle School houses nearly 1,000 students. Students are divided into six different CORE academic teams; two teams per grade level. Each team has six CORE teachers- two for English Language Arts (ELA), two for Math, one for Science, and one for Social Studies. With the support of ESL and Special Education Resource teachers, these teams of students and teachers comprise six schools within Stevenson Middle School.
- To establish an identity, the teams of students and teachers choose a team name. Our team names are currently Olympians, Legendary Six, Dream Team, Elite, Pirates 2K18, and Infinite Eight. Universal expectations for the whole school have been established, but each team comes up with their own unique set of procedures for their specific team. An example of this would be that all teachers on the same team either accept late work or do not accept late work. Another example would be that all teachers on the team are following the tardy policy that they created at the beginning of the year.
- Some classes at Stevenson Middle School are co-taught. ESL and Special Education co-plan and co-teach with CORE teachers. This structure allows for a push-in rather than pullout approach to serving the special needs of students. And allows ALL students access to the curriculum.
- The team leader structure allows for the creation of a Building Leadership Team. Each team identifies a team leader to participate in this twice monthly meeting. Administrators also serve on the leadership team. The goal of the team leaders is to build capacity in their teammates and a key task of theirs is to analyze building data. Team leaders are challenged by the administrators to grow their teams by having productive team meetings by challenging the teachers on the team to grow professionally and reflect on their work. The team leader meetings offer an opportunity for the team leaders to support each other through the ups and downs of the school year.