

District Lakeshore Public School

Building Lakeshore Middle School

Year 1
(3-5 years)

Three - Five Year Plan for Continuous School Development

- Building Plan**
or
 District Plan
(Please check one)

Superintendent's Signature

Building Principal's Signature

School Improvement Chairperson's Signature

Date Submitted

School Development Plan

Part I. Mission Statement, Shared Vision, Belief Statements

PA289 & PA339 Section 1277 {1} Ed YES! NCLB

A. Mission Statement (Purpose of the organization) “Why do we exist?”

The mission of Lakeshore Middle School is to develop educated, self-reliant, goal oriented young adults.

B. Shared Vision “What do we hope to become?”

To provide a quality educational experience that promotes the middle school philosophy.

An environment of such will include:

- *educators committed to young adolescents,*
- *a shared vision,*
- *high expectations for all,*
- *an adult advocate for every student,*
- *family and community partnerships, and*
- *a positive school climate.*

To this end, we will seek to provide:

- *a curriculum that is challenging, integrative, and exploratory,*
- *varied teaching and learning approaches,*
- *assessment and evaluation that promote learning,*
- *flexible organizational structures,*
- *programs and policies that foster health, wellness, and safety, and*
- *comprehensive guidance programs.*

C. Education Belief Statements that Support Learning for All “How do we intend to make our vision a reality? What behaviors, attitudes and commitments will be demonstrated?”

- Each person is responsible and accountable for his/her choices.
- Each individual warrants respect.
- Safety is essential to the LMS learning environment.
- Every student is capable of learning.
- Each student’s capacity to learn is respected.
- Every student has the obligation to pursue his/her potential.
- Teaming is an essential part of academic success at LMS.

School Development Plan

Part II. Curriculum Development and Alignment

Public Act 339, Section 1277{1}, 1277{2}c, Ed YES! , NCLB

Based upon the data analysis worksheet, determine what curriculum changes are needed to attain your goals. The four core areas of the Michigan Curriculum Framework (ELA, SS, Math, and Science) must be addressed. Describe the process you have in place to review and revise curriculum. Evidence could include a timeline for curriculum review and/or a description of the review process.

For each content area, describe the following components:

Processes in place to develop alternative measures of assessment including authentic assessment tasks as described in the Michigan Curriculum Framework Assessment Standards. Strategies for effective use and integration of technology as a way of improving learning. Variations in the local district curriculum from the Michigan Curriculum Framework. (required for building and district Annual Education Report Cards required by NCLB)

If you are Title I identified for improvement, you must revise your plan indicating how you plan to improve student achievement in the areas identified for improvement by your AYP report.

A. English Language Arts

1. Process in place to review and revise curriculum:

We have a six-year curriculum cycle monitored by Lakeshore’s Curriculum Council. The Curriculum Council meets monthly during the school year to review and revise curriculum areas. Members of the Council include: division chairs, representatives from each grade level, parents and administrators.

2. Processes to develop alternative measures of assessment:

Teachers use a variety of assessments including: Reading assessments, surveys, MEAP, ACT Explore, projects, portfolios, and classroom observations and assessments.

3. Strategies for technology:

The use of technology is used throughout the teaching and learning process. Examples include: Power Point Presentations, supplemental technology materials to enhance text learning, Distance Learning, access to networked computers with internet availability, and Mobile Computer Labs.

4. Variations from MCF:

Lakeshore’s curriculum is aligned with the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations.

B. Math

1. Process in place to review and revise curriculum:

We have a six-year curriculum cycle monitored by Lakeshore’s Curriculum Council. The Curriculum Council meets monthly during the school year to review and revise curriculum areas. Members of the Council include: division chairs, representatives from each grade level, parents and administrators.

2. Processes to develop alternative measures of assessment:

Teachers use a variety of assessments including: Surveys, MEAP, ACT Explore, projects, portfolios, and classroom observations and assessments.

School Development Plan

Part II. Curriculum Development and Alignment continued ...

Public Act 339, Section 1277{1}, 1277{2}c, Ed YES! , NCLB

3. *Strategies for technology:*

The use of technology is used throughout the teaching and learning process. Examples include: Power Point Presentations, supplemental technology materials to enhance text learning, Distance Learning, access to networked computers with internet availability, Mobile Computer Lap Tops Labs, TI-Navigator, and Graphing Calculators.

4. *Variations from MCF:*

Lakeshore's curriculum is aligned with the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations.

C. Science

1. *Process in place to review and revise curriculum:*

We have a six-year curriculum cycle monitored by Lakeshore's Curriculum Council. The Curriculum Council meets monthly during the school year to review and revise curriculum areas. Members of the Council include: division chairs, representatives from each grade level, parents and administrators.

2. *Processes to develop alternative measures of assessment:*

Teachers use a variety of assessments including: Surveys, MEAP, ACT Explore, projects, portfolios, and classroom observations and assessments.

3. *Strategies for technology:*

The use of technology is used throughout the teaching and learning process. Examples include: Power Point Presentations, supplemental technology materials to enhance text learning, Distance Learning, access to networked computers with internet availability, Mobile Computer Lap Top Labs, and Graphing Calculators.

4. *Variations from MCF:*

Lakeshore's curriculum is aligned with the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations.

D. Social Studies

1. *Process in place to review and revise curriculum:*

We have a six-year curriculum cycle monitored by Lakeshore's Curriculum Council. The Curriculum Council meets monthly during the school year to review and revise curriculum areas. Members of the Council include: division chairs, representatives from each grade level, parents and administrators.

2. *Processes to develop alternative measures of assessment:*

Teachers use a variety of assessments including: Surveys, MEAP, ACT Explore, projects, portfolios, and classroom observations and assessments.

3. *Strategies for technology:*

The use of technology is used throughout the teaching and learning process. Examples include: Power Point Presentations, supplemental technology materials to enhance text learning, Distance Learning, access to networked computers with internet availability, and Mobile Computer Lap Top Labs.

4. *Variations from MCF:*

Lakeshore's curriculum is aligned with the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations.

E. On the Job Learning: *Describe ways you have made available in as many fields as practicable, opportunities for structured on-the-job learning such as apprenticeships & internships, combined with classroom instruction. (alignment of curriculum, instruction, assessment & professional development) S.C. 380.1277{2} f*

Students at Lakeshore Middle School have the opportunity to participate in a variety of activities that support the K-12 Career Pathways model including: Junior Achievement (8), Comprehensive Guidance Program (6-8), classroom instruction, Enrichment Activities, Take Your Child to Work Day (6-8), LMS Career Day (6-8), various community visitors and presentations, tutoring, and distance learning.

School Development Plan
Part III. Plan Development

A. Delineate Stakeholders (Name & Position)

Shall be invited and allowed to voluntarily participate in the planning, development, implementation and evaluation of the district's school improvement plans. Ensure parents of targeted groups are represented. Buildings must involve implementation, and evaluation of the plan. If not included, describe efforts to include each of the stakeholder groups.

PA289, PA339, Sec 1277(1) Ed YES!

Bldg/Program Administrators	Teacher(s)	Other School Employee(s)	Pupil(s)	Parent(s) of Pupil(s)	Other Resident(s)
William J. Shepard Principal	Casey King, Bldg. Chair	Paraprofessionals	All Students Principal Student Advisory Council Members	PTO Parents All Parents	
Lynn Grunert Assistant Principal	All Middle School 6-8 Teachers				
Board Member(s)	Gregg Buschlen Laura Veldman Kristi Buschlen Steve Graziano Jim Tetzlaff Katie Lint				
Kevin Bushu Cindy Gray Jeff Hannan Robert Kenagy Mike Welch Fred Welch Mark Whitwam					

Family Involvement: *Describe strategies at the building and district level to help families support their children's education, evaluate family involvement activities, and parent compact.*

All parents and students are asked to sign a S.T.A.R agreement (Success Through Accepting Responsibility) and return to their Advisory teacher. Progress reports are sent home half way through each marking period. Parents have access to their child's grades 24-7 through our Parent Internet Viewer. Our Homework Hotline (automated agenda) is available for those students who were absent from school during each evening.

Regular publications are sent to the homes of each child. The Middle School publishes a quarterly newsletter called the LANCE (now available on-line) and the district sends home a newsletter to all community homes called the LAKESHORE LIGHT. This publication highlights activities in all district schools and provides information to help families support their children's education. Additionally, information is posted on the Middle School Website as well as the LMS Blog.

School Development Plan

Part III. Plan Development continued...

Coordination of Resources: *Describe ways the district has or will develop community resources and recruit/train volunteers. Cite specific examples.*

Lakeshore Middle School promotes the use of community resources and volunteering through:

- Community volunteers participate in our annual LMS Career Day
- Student participation in Junior Achievement with local business volunteers
- Support of non-profit agencies – Make a Difference Day, Relay for Life, Pennies for Patients, Toys for Tots, Jump Rope for Heart, etc.
- Lakeshore Excellence Foundation
- Support for and participation in Berrien County programs

Role of adult and community education, libraries, and community colleges in the learning community: *Describe resources available that relate to the goals and design strategies for planned resources.*

Offer enrichment classes
Provide materials, guest speakers/presenters
Joint professional development opportunities
Classroom presentations by County personnel
Opportunities for college students to visit classrooms
Student teaching opportunities for college students

Supplemental Instructional Services: *Describe services funded through Section 31a, Title I, Parts A & C, etc. to support students identified as not achieving the core curriculum benchmarks. Also include other instructional options delineated in Education YES! Extended Learning Opportunities and Advanced Coursework Indicators.*

To support student achievement of the curriculum benchmarks LMS offers focused instruction by highly qualified teachers in the core academic areas, tutoring, Inclusion of special education students in the regular ed. classrooms and extended year learning opportunities for At Risk Students. We also offer At-Risk students services through an interventionist focusing attention on reading, and learning strategies.

Part III. Plan Development

B. Site Based Decision-Making Process

PA289, PA339 Section 1277 {1}, Education YES!, NCLB

Describe the process you use to involve various stakeholders in the planning, development,

implementation, evaluation, and revision of the school improvement plan. Your site based decision making process and school improvement plan should be inclusive of all improvement processes which are occurring in your building(s) and district to achieve your academic goals. District and building level school improvement plans must be aligned.

Process:

Lakeshore Middle School's Site Based Decision-Making Process is facilitated by:

- Consensus building
- Student/Parent/Staff surveys
- Student Council
- PTO
- Curriculum Council
- Team Leader Meetings
- Staff Meetings
- Professional Development Days

Check Evidence:

Sample Evidence (may include other documents):

- ✓ District and building meeting dates
- ✓ Stakeholder rosters
- ✓ School Improvement Plans
- ✓ Meeting minutes and agendas
- ✓ Curriculum review/gap analysis meetings
- ✓ Education YES! Self Assessment Indicator evidence
- ✓ Annual Education Report, including NCLB requirements
- ✓ School Board Action/Policies
- ✓ Professional Development Plan aligned to goals
- Other (list)

Part III. Plan Development

C. Analyze Your Data to Determine Needs:

PA 339 Section 1277 {2}c, Education YES!, NCLB

The school district consistently collects, analyzes and uses data. The team will need to use the appropriate (building or district) AYP report to respond to the following chart.

Evidence: Disaggregated MEAP and AYP report as required by NCLB and reported in Education YES!. In the chart below, review and report your AYP status, as identified in your MDE report. Other subgroups must be reported and if significant differences exist, the school improvement plan must address efforts made to address this. Statistically significant subgroups (N=30) used to drive decision-making and goal setting.

Disaggregated Data Needs Assessment			
Subgroup	MEAP Data Reviewed	Identified for Improvement?	Briefly reference revisions in School Improvement Plan for Identified Subgroup(s)
Aggregate (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Socioeconomic Status (SES) (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Limited English Proficient (LEP) (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Disabilities (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Ethnicity/Race (AYP)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Gender (Report only, NCLB)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Migrant (Report only, NCLB)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	
Subgroups (i.e. mobility, as selected by the building impacting student achievement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (<30) Area(s) identified: <input type="checkbox"/> Reading <input type="checkbox"/> Math	

Improvement Plan

District Goal Area: Mathematics

School Objective: Improve Student Performance in Math Skills

<p align="center">Evidences of Need</p> <p align="center">Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective</p>	<p align="center">Evidences of Success in Improvement</p> <p align="center">Key performance Indicators/Performance Targets that point to success at year-end review.</p>
<p>Goal #1: Increase the percent of students achieving proficiency on the Fall 2009 MEAP Math tests across all grades tested 6-8.</p> <ul style="list-style-type: none"> While proficiency levels are well above the state average in grades 6-8, we need to demonstrate continuous improvement as we proceed towards the goal of having 100% of our student proficient by 2014. <p>Goal #2: Increase the percent of Special Education students achieving proficiency on the Fall 2009 MEAP Mathematics test in 6-8 grades.</p> <ul style="list-style-type: none"> In all grades, Special Education students consistently scored lower than Non-Special Education students. <p>Goal #3: Reduce performance gaps greater than 10% in the special education subgroup.</p> <ul style="list-style-type: none"> On the Fall 2008 MEAP tests every grade had a performance gap > than 10%. The range of gaps was between 45 and 55 points. 	<ul style="list-style-type: none"> ➤ Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests. <u>Fall 08 Results:</u> Grade 6 = 91%; Grade 7 = 92%; Grade 8 = 88% ➤ Increase by 10% percent special education students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests. <u>Special Education % Proficient:</u> Grade 6 = 41%; Grade 7 = 52%; Grade 8 = 47% ➤ Decrease by 10% the performance gaps at every grade level for the special education subgroup on the Fall 2009 MEAP tests. <u>Special Education Gaps:</u> Grade 6 ~ 96-41 = 55; Grade 7 ~ 97-52 = 45; Grade 8 ~ 91-47 = 44

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at the end of a strategy.
<u>Curriculum</u> Review the various MEAP reports to identify students who have not achieved proficiency in Mathematics	Grade level teachers of students tested	MEAP reports	None	School Improvement meetings following test results being made available.	One month after MEAP scores are available at the building level	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education
<u>Instruction</u> Provide additional math support for <u>the most</u> at-risk students including special education, ELL, and students who declined or significantly declined and scored a level 3 or 4 in MEAP Reading from the previous year	Classroom Teachers, Special Education Teachers	Data from MEAP tests including individual student reports, Quarterly Assessments	None	Fall 2009	Quarterly Progress Reports	Performance on local reading assessments
<u>Assessment</u> Develop and implement high quality MEAP test prep activities for all grades.	Building Principal, Math School Improvement Committee, Grade Level Departments	Released items from previous MEAP tests & Tool Kit Resources & Curriculum Resources	None	July 09 – September 09	Monthly from July 09 through October 2009	Teacher feedback regarding being prepared for tests

<u>Assessment</u> Develop and implement local Mathematics assessments to be administered quarterly	Building Principal, Math School Improvement Committee, Grade Level Departments	Sample tests from textbook publishers Access to testing item banks Released Test Items	None	September 2009 through May 2010	Quarterly from November 2009 through May 2010	Class and grade level data reports at the end of each quarter
<u>Professional Development</u> Training for all teachers on the process of collecting and interpreting data from state and local tests in order to make informed decisions about instruction	District Curriculum Director, Building principals and contracted consultants	Best practice in assessment methodology	Building staff development budget	September 2009 through May 2010	On-going through school year	Principals monitoring of grade level data and action plans of teachers based on data analysis

Improvement Plan

District Goal Area: Science

School Objective: Improve Student Achievement in Science

<p align="center">Evidences of Need</p> <p align="center">Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective</p>	<p align="center">Evidences of Success in Improvement</p> <p align="center">Key performance Indicators/Performance Targets that point to success at year-end review.</p>
<p>Goal #1: Increase the percent of students achieving proficiency on the Fall 2009 MEAP Science test in grade 8.</p> <ul style="list-style-type: none"> • While proficiency levels are well above the state average in grade 8, we need to demonstrate continuous improvement. <p>Goal #2: Increase the percent of Special Education students achieving proficiency on the Fall 2009 MEAP Science test in 8th grade.</p> <ul style="list-style-type: none"> • Special Education students consistently scored lower than Non-Special Education students. <p>Goal #3: Reduce performance gaps greater than 10% in the special education subgroup.</p> <ul style="list-style-type: none"> • On the Fall 2008 MEAP test, grade 8 had a performance gap > than 10%. The range of gaps was between 7 and 27 points. 	<ul style="list-style-type: none"> ➤ Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests. <u>Fall 08 Results:</u> Grade 5 = 91%; Grade 8 = 91% ➤ Increase by 10% percent special education students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests. <u>Special Education % Proficient:</u> Grade 5 = 84%; Grade 8 = 65% ➤ Decrease by 10% the performance gaps at every grade level for the special education subgroup on the Fall 2009 MEAP tests. <u>Special Education Gaps:</u> Grade 5 ~ 91-84 = 7 (Not a gap since it is <10%); Grade 8 ~ 93-65 = 27

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at the end of a strategy.
<u>Curriculum</u> Systematically analyze MEAP data to determine areas of weakness	Science Teachers and Special Education Inclusion Teachers	MEAP reports & Golden Package	None	Fall 2009	After each quarter. Additionally, One month after MEAP scores are available at the building level	Completion of lists subject specific areas of need. Plans to address areas of weakness
<u>Instruction</u> Provide targeted support for <u>the most</u> at-risk students including special education and ELL students.	Classroom Teachers, Special Education Teachers	Data from MEAP tests including individual student reports, Quarterly Assessments	None	Fall 2009	Quarterly Progress Reports	Performance on local Science assessments
<u>Assessment</u> Develop and implement local MEAP-like Science assessments to be administered quarterly	Building Principal, Science School Improvement Committee, Grade Level Departments	Sample tests from textbook publishers Access to testing item banks	None	September 2009 through May 2010	Quarterly from November 2009 through May 2010	Class and grade level data reports at the end of each quarter

<u>Professional Development</u> Training for all teachers on the process of collecting and interpreting data from state and local tests in order to make informed decisions about instruction	District Curriculum Director, Building principals and contracted consultants	Best practice in assessment methodology	Building staff development budget	September 2009 through May 2010	On-going through school year	Principals monitoring of grade level data and action plans of teachers based on data analysis
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Improvement Plan

District Goal Area: Language Arts (Reading)

School Objective: Improve Student Performance in Reading

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective

Goal #1: Increase the percent of students achieving proficiency on the Fall 2009 MEAP Reading tests across all grades tested 6-8.

- While proficiency levels are well above the state average in grades 6-8, we need to demonstrate continuous improvement as we proceed towards the goal of having 100% of our student proficient by 2014.

Goal #2: Increase the percent of Special Education students achieving proficiency on the Fall 2009 MEAP Reading test in 6-8 grades.

- In all grades, Special Education students consistently scored lower than Non-Special Education students.

Goal #3: Reduce performance gaps greater than 10% in the special education subgroup.

- On the Fall 2008 MEAP tests every grade had a performance gap > than 10%. The range of gaps was between 19 and 38 points.

Evidences of Success in Improvement

Key performance Indicators/Performance Targets that point to success at year-end review.

- Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.

Fall 08 Results: Grade 6 = 93%; Grade 7 = 91%; Grade 8 = 87%

- Increase by 10% percent special education students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.

Special Education % Proficient: Grade 6 = 76%; Grade 7 = 57%; Grade 8 = 69%

- Decrease by 10% the performance gaps at every grade level for the special education subgroup on the Fall 2009 MEAP tests.

Special Education Gaps: Grade 6 ~ 95-76 = 19; Grade 7 ~ 95-57 = 38; Grade 8 ~ 88-69 = 19

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at the end of a strategy.</small>
<u>Curriculum</u> Review the various MEAP reports to identify students who have not achieved proficiency in Reading	Grade level teachers of students tested	MEAP reports	None	Spring 2009	One month after MEAP scores are available at the building level	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education
<u>Instruction</u> Provide targeted Title I Reading support for <u>the most</u> at-risk students including special education, ELL, and students who declined or significantly declined and scored a level 3 or 4 in MEAP Reading from the previous year	Title I Interventionists, Classroom Teachers, Special Education Teachers	Data from MEAP tests including individual student reports, Quarterly Assessments	None	Fall 2009	Quarterly Progress Reports	Performance on local reading assessments
<u>Assessment</u> Develop and implement high quality MEAP test prep activities for all grades including comprehension responses scored on a 3-point rubric.	Building Principal and Administrative Team	Released items from previous MEAP tests & Tool Kit Resources & Curriculum Resources	None	July 09 – September 09	Monthly from July 09 through October 2009	Teacher feedback regarding being prepared for tests

<u>Assessment</u> Develop and implement local MEAP-like Reading assessments to be administered quarterly	Building Principal, Reading School Improvement Committee, Grade Level Departments	Sample tests from textbook publishers Access to testing item banks Released Test Items	None	September 2009 through May 2010	Quarterly from November 2009 through May 2010	Class and grade level data reports at the end of each quarter
<u>Professional Development</u> Training for all teachers on the process of collecting and interpreting data from state and local tests in order to make informed decisions about instruction	District Curriculum Director, Building principals and contracted consultants	Best practice in assessment methodology	Building staff development budget	September 2009 through May 2010	On-going through school year	Principals monitoring of grade level data and action plans of teachers based on data analysis

Improvement Plan

District Goal Area: Language Arts (Writing)

School Objective: Improve Student Performance in Writing

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective

Goal #1: Increase the percent of students achieving proficiency on the Fall 2009 MEAP Writing test in grade 7

- While proficiency levels are well above the state average in grade 7, we need to demonstrate continuous improvement as we proceed towards the goal of having 100% of our student proficient by 2014.

Goal #2: Reduce performance gap in the special education subgroup.

- On the Fall 2008 MEAP tests every grade had a performance gap > than 10%, specifically 21 points in 7th grade. The range of all gaps were between 21 and 56 points.

Evidences of Success in Improvement

Key performance Indicators/Performance Targets that point to success at year-end review.

- Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.

Fall 08 Results: Grade 6 = 89%; **Grade 7 = 91%**; Grade 8 = 83%

- Increase by 10% percent special education students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.

Special Education % Proficient: Grade 6 = 59%; Grade 7 = 71%

- Decrease by 10% the performance gap in 7th grade for the special education subgroup on the Fall 2009 MEAP tests.

Special Education Gaps: Grade 6 ~ 92-59 = 33; Grade 7 ~ 93-71 = 22

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at the end of a strategy.</small>
<u>Curriculum</u> Review the various MEAP reports to identify students who have not achieved proficiency in Writing	Grade level teachers of students tested	MEAP reports	None	Spring 2009	One month after MEAP scores are available at the building level	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education
<u>Instruction</u> Study new state writing assessment components. Plan and deliver instruction to teach the skills that students need to demonstrate proficiency.	Classroom Teacher and Writing School Improvement Team.	Test prototypes	None	2 nd Semester 2010	Monthly Jan-May 2010	Lesson Plans and Principal monitoring
<u>Assessment</u> Develop and implement high quality MEAP test prep activities for 6 th and 7 th grades.	Building Principal, Grade Level Departments, Special Education Teachers, Intervention Teachers, Writing School Improvement Teams	Released items from previous MEAP tests & Tool Kit Resources & Curriculum Resources	None	2 nd Semester 2010	Monthly an-May 2010	Reviewed of developed materials by Principal

<u>Assessment</u> Develop and implement local MEAP-like Writing assessments to be administered quarterly	Building Principal, Grade Level Departments, Special Education Teachers, Intervention Teachers, Writing School Improvement Teams	Sample tests from textbook publishers Access to testing item banks Released Test Items	None	September 2009 through May 2010	Quarterly from November 2009 through May 2010	Class and grade level data reports at the end of each quarter
<u>Professional Development</u> Training for all teachers on the process of collecting and interpreting data from state and local tests in order to make informed decisions about instruction	District Curriculum Director, Building principals and contracted consultants	Best practice in assessment methodology	Building staff development budget	September 2009 through May 2010	On-going through school year	Principals monitoring of grade level data and action plans of teachers based on data analysis

Improvement Plan

District Goal Area: Social Studies

School Objective: Improve Student's Critical Thinking and Knowledge of Social Studies

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective

Goal #1: Increase the percent of students achieving proficiency on the Fall 2009 MEAP Social Studies tests in grades tested 6 and 9.

- While proficiency levels are well above the state average in grades 6 and 9, we need to demonstrate continuous improvement.

Goal #2: Increase the percent of Special Education students achieving proficiency on the Fall 2009 MEAP Social Studies test in 6 and Grade 9.

In all grades, Special Education students consistently scored lower than Non-Special Education students

Goal #3: Reduce performance gaps greater than 10% in the special education subgroup.

- On the Fall 2008 MEAP tests every grade had a performance gap > than 10%. The range of gaps was between 28 and 46 points.

Evidences of Success in Improvement

Key performance Indicators/Performance Targets that point to success at year-end review.

- Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.
Fall 08 Results: Grade 6 = 91%; Grade 9 = 86%

- Increase by 10% percent special education students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall 2009 MEAP tests.
Special Education % Proficient: Grade 6 = 65%; Grade 9 = 40%

- Decrease by 10% the performance gaps at every grade level for the special education subgroup on the Fall 2009 MEAP tests.
Special Education Gaps: Grade 6 ~ 93-65 = 28; Grade 9 ~ 86-40 = 46

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at the end of a strategy.</small>
<u>Curriculum</u> Review the various MEAP reports to identify students who have not achieved proficiency in Social Studies (grade 6).	Grade level teachers of students tested	MEAP reports	None	Fall 2009	After each quarter. Additionally, One month after MEAP scores are available at the building level	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education
<u>Curriculum</u> Systematically analyze MEAP data to determine areas of weakness	All Social Studies Teachers and Special Education Teachers	MEAP Reports and Golden Package	None	Fall 2009	After each quarter. Additionally, One month after MEAP scores are available at the building level	Completion of lists subject specific areas of need. Plans to address areas of weakness

<u>Instruction</u> Provide targeted support for the most at-risk students including special education and ELL students.	Classroom Teachers, Special Education Teachers	Data from MEAP tests including individual student reports, Quarterly Assessments	None	Fall 2009	Quarterly Progress Reports	Performance on local SS assessments
<u>Assessment</u> Develop and implement local MEAP-like Social Studies assessments to be administered quarterly	Building Principal, SS School Improvement Committee, Grade Level Departments	Sample tests from textbook publishers Access to testing item banks	None	September 2009 through May 2010	Quarterly from November 2009 through May 2010	Class and grade level data reports at the end of each quarter
<u>Professional Development</u> Training for all teachers on the process of collecting and interpreting data from state and local tests in order to make informed decisions about instruction	District Curriculum Director, Building principals and contracted consultants	Best practice in assessment methodology	Building staff development budget	September 2009 through May 2010	On-going through school year	Principals monitoring of grade level data and action plans of teachers based on data analysis

Improvement Plan

District Goal Area: Related Arts Classes

School Objective: Improve Student's Writing Skills

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective

- ❖ MEAP scores indicate a lower level of proficiency in writing. While writing is being assessed on the MEAP in 7th grade only beginning this year, all staff need to keep writing as a focus with their students. MEAP data continues to indicate a deficit in achievement.

Evidences of Success in Improvement

Key performance Indicators/Performance Targets that point to success at year-end review.

Improved MEAP scores in the area of writing.

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at the end of a strategy.
Physical Education: 7/8 – Students will write a response concerning recovery heart rate. 6 – Students will write a response regarding what it means to be a positive/healthy citizen.	P.E.	Heart Rate Monitors	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Minimum of 3 sentences with complete thoughts and correct punctuation and spelling.
Industrial Technology: Students will write in their journal as they work through the Lego lab in 6 th and the modular tech pieces in 7/8 th grades.	Brow	-	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Paragraph form - Complete sentences - Spelling counts
Vocal Music: Students will write their listening assignments	Conrad	-	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Complete sentences - Rough draft paragraphs - Final Drafts
Foreign Language: Teachers will continue to acquire, utilize, and share resources and activities in developing student's writing capacity using details and examples.	Plichta	-	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Minimum of 3 sentences with complete thoughts and correct punctuation.

Action Strategies (Tasks)	Person Responsible For Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start to end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at the end of a strategy.</small>
Instrumental Music: Students will write in class once a marking period. Writing assignments will include descriptive, narrative, expository and persuasive.	Huffs	-	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Minimum of 3 sentences with complete thoughts and correct punctuation and spelling.
Computer: Students will use word processing tool to create and edit writing samples of their own and other students.	Matti	-	-	Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Minimum of 3 sentences with complete thoughts and correct punctuation and spelling.
Art:	Cleworth			Fall 2009	Quarterly throughout the year.	Students writing abilities will improve. MEAP scores will improve. - Minimum of 3 sentences with complete thoughts and correct punctuation and spelling.