

# School Improvement Plan

The process



# Gathering Data

- Schools received test data and met in August 2009 to review the data.
- Members of the school data review team discussed the test results and compared results from last year's test data and school improvement plans.
- Schools formulated goals based on test results and demographics.

# School Improvement Plans

- School improvement plans are developed by individual schools.
- Goals are based on examination of data and impact on student population(s).
- Principal's summary incorporate test results and individual school initiatives.
- Progress is evaluated by test data, surveys and anecdotal information.

# School Initiatives

- Schools are individual entities and while all schools teach reading, writing and math each school has unique needs and strengths from which to build success for all students.

# Plymouth Middle School



Annual Report  
2008-2009

## **Goal #1:**

Increase the number of students who meet or exceed expectations on the MCA-II Mathematics assessment, while decreasing the number of students who partially meet or do not meet expectations.

## **Results:**

- 1% increase in students meeting or exceeding expectations
- At least 10% decline in students not meeting expectations in all demographic cells compared to 2008 target score (“safe harbor”)

## **Goal #2:**

Increase the number of students who meet or exceed expectations on the MCA-II Reading assessment, while decreasing the number of students who partially meet or do not meet expectations.

## **Results:**

- 4% decrease in students meeting or exceeding expectations
- Hispanic students and English Language Learners have traditionally met AYP benchmarks in reading, but did not do so in 2009
- All demographic cells, with the exceptions of the Hispanic and ELL cells, declined at least 10% in students not meeting expectations compared to the 2008 target score (“safe harbor”)

## **Goal #2:**

Decrease racialized achievement disparity.

## **Results:**

- Increase in the number of students of color at PMS in 2008-2009
- Increase in the number of students receiving free and reduced lunch in 2008-2009
- Slight decrease in the racialized achievement disparity between students meeting and exceeding expectations and those partially and not meeting expectations on MCA-II Mathematics and Reading assessments



## Plymouth Middle School Improvement Planning Cycle

- Planning process is overseen by the school improvement/staff development committee consisting of grade and content area representatives
- Collect and analyze MAP and MCA-II assessment data to review previous year's goals and the effectiveness of implemented strategies and measures
- Administration and program coordinators (Literacy, AVID, NUA, PBIS, Pre-AP) along with the respective committees identify the areas of success and failure to guide the formulation of the next year's plan
- Align initiatives
- Formulate and/or revise improvement plan goals to address the newly identified needs, identify necessary tools to measure progress, and design necessary training and interventions for implementation



## Plymouth Middle School Initiatives Matrix

	AVID	Equity/CARE	NUA	PBIS	Pre-AP	District's Strategic Plan
Recognizing racial and cultural diversity in today's classrooms and understanding how individuals' experiences translate into practices in the classroom						
Acknowledging that students have different learning needs, strengths, styles, interests, and preferences						
Committing to high curricular standards and goals for all students						
Creating assessments that authentically assess learning						
Demonstrating variety in instructional strategies						
Active student engagement						
Implementing research-based instructional strategies						
Altering instructional plans based on what students know and can do						
Providing for high levels of rigor (challenge)						
Making instruction relevant to students' lives						
Emphasizing the importance of relationships (staff/staff, staff/students, and students/students)						
Designing instruction that shows students often do not need the same work, in the same way, at the same time						
Diagnosing students' needs prior to (pre-assessment), during (informal assessment), and after instruction (post-assessment)						
Academically intervening to students' specific needs						
Behaviorally intervening to students' specific needs						
Collaborating (staff/staff, staff/students, and students/students)						
Offering academic choices						
Keeping students in the classroom learning environment						
Differentiating to meet learning needs						
Flexibly grouping students based on instructional needs						
Affirming students' work						
Creating fair and equitable processes for reporting learning						
Tapping into students' varied frames of references						
Providing support for staff who need assistance with particular students/classes						
Delivering instruction based on our specific students' data						
Intervening based on our specific students' data						

# Plymouth Middle School Goals 2009/2010

In accordance with the school's improvement cycle and the district's strategic plan, Plymouth Middle School has established the following goals for 2009-2010:

- Increase the number of students exceeding or meeting expectations and decrease the number of students partially or not meeting expectations as measured by MCA-II data in the areas of math, reading and science
- Decrease the racialized achievement disparity as measured by MCA-II and MAP data in the areas of math, reading and science
- Develop core curriculum and behavioral standards, practices and supports which support the needs of 80% of our students.

# Vehicles to Support Goal Attainment

- Increase intra- and inter-departmental collaboration
- Create common assessments within courses and departments
- Increase rigor in all courses
- Increase student engagement by increasing the cultural relevance of instruction

# Forest School Improvement Plan Process

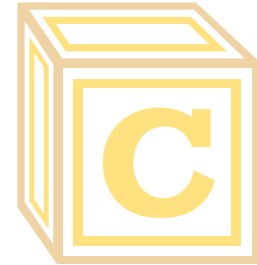


# Principal's Perspective

- Culture
- Collaboration
- Continuous Improvement

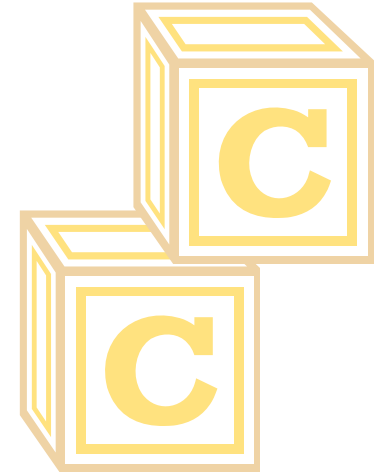


# Culture



- Sense of belonging
- Shared beliefs, assumptions, trust
- High expectations
- Responsive Classroom
- Diversity training
- Partnership with families/community
- Core values

# Collaboration

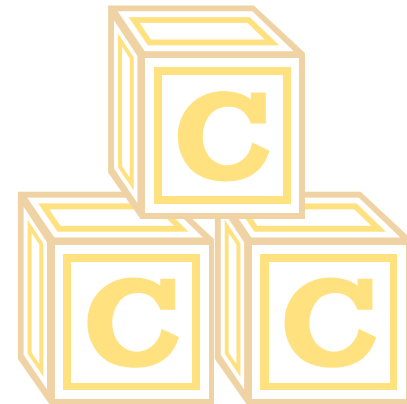


- Grade level teams  
Time /Training
- Alignment of instruction, assessment,  
and support services
- Uninterrupted blocks of instructional time
- RTI, PBIS



# Continuous Improvement

- Vision, mission, common purpose
- Systems thinking
- Data driven decision making
- Shared leadership
- Monitoring progress
- SMART goals
- Celebration



# Results

- Whatever it takes...
- What evidence do you have that students are learning?
- What is your response if students are not learning?



# Forest Elementary Goals 2009-2010



## Goal #1

Given the dramatic change in our school population, 95% of our students will report a sense of belonging and safety based on teacher observation, focus groups and/or district student survey by May, 2010.

## Goal #2

All Forest students will demonstrate one year's growth in reading and math based upon fall baseline data and spring end-of-year assessments.



# **NORTHPORT ELEMENTARY**

## **Annual Report**

# PRINCIPAL PERSPECTIVE

Implementation of RtI and PBIS will provide our students opportunities they need and deserve to be successful.

Teachers will provide intense Tier II interventions academically and behaviorally to help students reach their hopes and dreams.

Northport staff believes ALL students can and want to learn – Our students will prove they can!



# 2009-10 SCHOOL GOALS

- To increase reading and math scores in all cells according to the MCA IIs.
- Make Adequate Yearly Progress in 2010.



# RESPONSE TO INTERVENTION (RTI)

- Tier II interventions (beyond core instruction)
- 4-5 days a week for 30 minutes grades K-5
- Targeted academic interventions and enrichment
- Small groups for intervention instruction



# TEAM COLLABORATION & PLANNING

- Weekly team meetings  
(Wednesdays)
- Half day collaboration/RtI  
planning every 4-6 weeks.







YES  
WE  
CAN!

