

II. MIDDLE SCHOOL IMPROVEMENT PLAN—2007-2008

A. The descriptions below must be from the current school year.

1. Describe how data led your School Improvement Team to select your building's improvement objectives in the core academic curriculum.

Pennfield Middle School curriculum is evaluated throughout the school year in light of continuous changes in the Michigan Curriculum Framework Model Core Curriculum, MEAP Assessments, and in light of observable needs of students. On a yearly, continuous basis, staff members, improvement team members, "department" teams, support staff, and principals review their individual areas and make recommendations. Specifically, the following data was used to determine our building school improvement core curriculum and strategies:

- *MEAP item analysis
- * State Standards and benchmark/GLCE expectations
- * Required written self evaluations regarding adherence of lessons to benchmarks and MEAP expectations
- * Education YES (which focuses on data, curriculum, and performance indicators)
- *NCLB (No Child Left Behind) expectations
- *GLCE (Grade Level Content Expectations)
- *NCA work: mission, profile, and goal setting discussions
- *PROM/SE Grant content standards
- *Project TIME investigation/inquiry standards
- *Standardized testing: TORC
- *BCAMSC Science Kits for 6th grade
- *7th Grade Educational Development Plans
- *7th Grade MiPhy Survey (Michigan Profile for Healthy Youth)
- * 8th Grade ACT EXPLORE test
- * District Advisory Committee; annual goals
- * Grades
- *Five sentence paragraphs from the content areas
- * Portfolios
- *Teacher observations
- *Fitness testing in PE classes
- *7th/8th grade pre/post testing in Social Studies
- *8th grade MEAP-like technology assessment
- *TAH
- *Use of Data Director in analyzing and disaggregating student achievement scores
- *Study Island

2. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area.

Our overall curricular implementation plan is based on the following school improvement goals. The goals were set so as to accommodate state mandated benchmarks in core curriculum areas; to accommodate expectations of the new Integrated Language Arts MEAP; to accommodate the reading/writing expectations of the Science/Social Studies MEAP; to facilitate the district's goal of improving students' reading skills; to meet MCLB requirements; to meet GLCE standards; and to achieve A/B grade on adequate yearly progress on Education YES.

GOAL ONE: To improve student skills in integrating student writing across the curriculum

Part II

implementation involves the following:

- * Students will respond in writing to text presented orally
- * Students will silently read informational text and respond in writing.
- * Content area teachers will have students write in response to informational text that has been read individually and silently.

Part II -- School Improvement

- * Students will use a standardized response format in each of the content areas.
- * Teachers in core academic areas will instruct and encourage students to use a systematic study-read system.
- * All content area teachers will become familiar with the MEAP format/requirements and with the rubrics used to evaluate those requirements.
- * All teachers will become familiar with their grade level benchmarks/GLCEs and accompanying performance indicators.
- * All content area teachers will restructure/adjust curriculum to reflect those indicators/requirements.
- * All teacher daily lesson plans will be clearly matched to existing state specified benchmarks/GLCEs in all curriculum areas.
- * Teachers will develop and implement MEAP like questions in classroom assessments.
- * MEAP practice tests will be administered cross curricular in core classes in grades 6, 7, & 8.
- * Test taking strategies will be developed across the curriculum.
- * Assessments as listed in section -1 of this report will be administered.
- * Data will be fully reviewed/analyzed across the curriculum regarding student achievement.

GOAL TWO: To improve student MEAP math proficient scores by the percent improvement determined to annually meet NCLB requirements and/or achieve adequate yearly progress in order to achieve an A or B on Education, YES! Implementation involves the following:

- * Pennfield Middle School Math committee will develop and use appropriate lessons for data goals.
- * Math committee will coordinate curriculum in grades 6, 7, 8, based on the recently established GLCEs.
- * Math teachers will create assessments using examples from GLCE.
- * Math teachers will incorporate components of IMMAP Project.
- * Math staff will consult with District Technology Department about innovative technology to meet GLCEs standards.
- * Math staff will look at United Streaming and Michigan Teacher Network as a resource for technology needs.
- * Math staff will receive in-service or training re PROM/SE math.
- * Assessments as listed in Section 1 of the School Improvement Plan will be administered.
- * Past MEAP results will be disaggregated.
- * Math staff will receive in-house in-service on PROM/SE and IMMAP Project.
- * Students are recommended to have scientific calculators in class.
- * Math staff will continue collaboration.
- * ML Toolbox will be utilized for lesson planning.
- * Math teachers will use real world situations in order to help students make connections.
- * Math faculty will collaborate on a K-12 basis.
- * MS Algebra class will collaborate with HS Algebra class.
- * Written response to math questions recommended

GOAL THREE: To improve student MEAP science scores by the percentage determined annually by NCLB to achieve adequate yearly progress in order to receive an A/B grade in Education YES!

Part II -- School Improvement

Implementation involves the following:

- * MEAP scores will be disaggregated; accommodations/interventions will be developed per low performance areas.
- * Science staff will incorporate MEAP like questions in daily lesson plans and provide consistent classroom

Part II

MEAP practice in assessments.

*Lesson plans will be matched to existing benchmarks and will clearly reflect teacher/student approach to MEAP, NCLB, and Education, YES! expectations.

*Out of "textbook" resources such as Science World magazine, library materials, videos, United Streaming, and Internet based lessons will be incorporated.

*Student writing in response to science questions is recommended.

*Pre/post testing of subject matter will be given so as to establish pattern and direction of instruction.

*Science curriculum, grades 5-7, will be coordinated based on collaboration, as well as on district, state, national expectations.

*Science Startups, grades 7-8, will be completed weekly in preparation for MEAP.

*BCAMSC Science Kits for 6th Grade

GOAL FOUR: To improve student MEAP social studies proficient scores by the percent improvement determined annually to meet NCLB requirements and/or to achieve adequate yearly progress in Education, YES! Implementation involves the following:

*Pertinent data will be disaggregated and intervention strategies determined.

*Interventions will be supported through teacher collaboration, professional development, workshops/conferences.

*Teachers will model core democratic values.

*Teachers will present, and students will practice, basic economic principles.

*Inquiry based learning will be provided/practiced/understood/learned.

*Curriculum will be streamlined towards state benchmarks.

*Daily lessons will reflect the expectations of NCLB, Education, YES!, MEAP and State Standards/benchmarks.

*Out of "textbook" resources will include videos, Internet, Scholastic News, current events magazine, Channel One, Junior Achievement, Project TIME, and United Streaming, ML ToolBox, Moodle

*Curriculum will be developed based on the following essence: Students will construct an answer to the question posed and support their answers with evidence. Students will apply core democratic values to real life situations or events. Students will have the ability to acquire many types of information and interpret the meaning and significance of the information; 7th/8th grades pre/post test

3. Did your school Improvement plan to do what it set out to do? Describe the evaluation process that led you to this conclusion.

The 2006-2007 school year was a year of continued data analysis and extensive inner-course evaluation and restructuring. That analysis and evaluation show us that our reading/writing endeavors in the language arts classroom "arena" have been successful: Our MEAP Composite Language Arts scores continue to be above the state average, however, the number of students scoring "proficient" decreased significantly; TORC data indicates solid average student abilities; informational surveys verify the middle school's language art program's effectiveness; writing portfolios reflect growth in writing maturity; staff has been reading/writing in-serviced; the list goes on. Though MEAP Science and Social Studies scores have shown improvement, the scores still indicate our need to prove to students that reading and writing are not just for language arts classes. That remains one focus of our plan.

Part II -- School Improvement

Through intensive evaluations/desegregation and more carefully monitoring staff participation in reading/writing activities and in interdisciplinary activities as provided in the school improvement implementation plan, we continue to offer the students increased writing in response to reading opportunities across the curriculum. This should increase student assessment performance in areas outside of language arts.

Describe how the evaluation of data and the current year's school improvement process led your School Improvement Team to select your building's improvement objectives in the core academic curriculum for the new school year.

Part II

After reviewing MEAP data in core academic areas, and after reviewing all other data as itemized in # 2 of this text, our areas of academic concern have been and continue to be prioritized. Teachers continue to be in-serviced. Appropriate reading/writing strategies continue to be discussed and monitored within the four content areas and core curriculum groups continue to make internal changes to accommodate educational patterns

How was this year's school improvement process similar or different from last year's process?

Our school improvement process was similar to last year's school improvement process. We considered aspects of the Education Yes documentations and implications of No Child Left Behind when detailing our implementation plans--in addition to NCA, MEAP, State Standards and Benchmarks, PROM/SE, and Project Time requirements. This year we also considered the newly established GLCEs, developed by the state as a guide for all subjects. Our process was most different from last year's in so much as we have established four specific working goals (explained above) and in so doing we created four teams, each working within a specific core discipline—allowing for a closer scrutiny of existing circumstance and a cleaner route to curriculum adjustment.

In addition to last year's process, this year the middle school staff focused on identifying 2 building wide NCA goals to be addressed in the upcoming years. After months of research and data digging, the middle school staff identified 2 building wide goals that will be addressed in the coming year. They are:

1. Students will transition better academically from 5th to 6th grades and from 8th to 9th grades.
2. Students will increase their personal levels of student responsibility.

During the 2007-2008 school year, the staff will look at a variety of ways that these building wide goals can be met.