

SCHOOL IMPROVEMENT PLAN ***2009-2011***

John D. Pierce Middle School

John D. Pierce Middle School is located in southeastern Michigan, in the township of Redford. It is the only middle school in the South Redford School District. We serve approximately 780 sixth, seventh and eighth grade students and their families each year. Approximately 50% of our students ride the bus to school each day. Over 48% of our students qualify for federally funded breakfast and lunch. 50 teachers, 2 administrators, 2 counselors, 2 school social workers, a school psychologist (available upon request), and a speech therapist (available upon request) support the school improvement process. In addition, many parents and other support staff members contribute to the improvement of the school.



2. SCHOOL WIDE REFORM STRATEGIES (ACTION PLAN)

Goal Area #1	Reading (ACTIVE)
Rationale (Need)	<p>While students at Pierce are at or above state AYP targets, reading scores have steadily dropped over the last three years in MEAP standards (See Table page 7) and STAR reading scores.</p> <p>Specifically, the African American sub-group declined on state MEAP scores over the last three years in reading total English/language arts, and 6th grade social studies scores.</p> <p>The drop over the three years in reading averaged an 11% drop in proficiency for African Americans and a 10% average drop in our African American male students.</p> <p>6th grade social studies, which incorporate reading skills, dropped 15% for African Americans over the same three-year period.</p> <p>Other local assessments (quarterly assessments), STAR reading Assessments, and our norm-referenced NWEA scores show a similar pattern of decline or failure to show growth.</p>
SMART Goal	<p>75% of all students will be proficient in reading on 2011 MEAP and spring 2010 NWEA tests with 73% of the African American sub-group scoring proficient in reading on the same assessments.</p> <p>By March of 2012, Pierce students will show an improvement in English/language arts areas measured by the MEAP results. All students will exceed state standards and will demonstrate growth (78% in 6th, 77% in 7th, and 77% in 8th).</p> <p>Next year, at least 80% of our parents and students will agree or strongly agree that “students are provided the support needed to meet high academic standards” in mathematics.</p>

	<p>Office Discipline Referrals (O.D.R's) will decrease by at least 20% with the implementation of schoolwide Positive Behavior Support and with additional support to meet high academic standards.</p> <p>Total suspensions from school will decrease by at least 10% during the 2009-2010 school year, dropping from 660 total suspensions during the 2008-2009.</p>
Instructional Strategy #1	<p>All content area teachers will integrate strategies from the Reading Apprenticeship program in order to help all students, but particularly African American subgroups, to increase comprehension and overall reading scores.</p> <p>(Year 1 Strategy – Staff will utilize methods and research to implement common vocabulary instruction in the content areas outlined in Robert Marzano.)</p> <p>(Year 2 Strategy - Train staff in Reading Apprenticeship model for reading instruction in the content areas.)</p>
Research & Materials	<p><u>Teaching Reading to Black Adolescent Males</u> by Alfred Tatum will be purchased for all staff. It will be read in a book club format and will allow staff to examine ways in which we can close the growing achievement gap that exists at Pierce Middle School.</p> <p>The Strategic Literacy Initiative through WestEd offers current research, staff training and resource materials for implementation of the Reading Apprenticeship initiative for middle and high schools.</p> <p><u>Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms</u> by Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko and Lori Hurwitz.</p>
Professional Development	<p>Members of the language arts department will be in-serviced by experts in Reading Apprenticeship in the fall of 2009 and into spring/summer 2010, utilizing internal South Redford certified R.A. trainers when possible.</p> <p>Continued professional development in CLASS A data systems will benefit staff and allow us to track our common assessment results and utilize the bank of tests being incorporated with CLASS A across the county.</p> <p>Pierce's technology committee will offer professional development opportunities to staff in order to demonstrate</p>

	<p>strategies for integrating technology in reading instruction.</p> <p>The language arts department will in-service the staff on Reading Apprenticeship and will demonstrate how each content area may utilize reading strategies in order to increase student reading comprehension (Fall 2010).</p>
Action Steps	<p>Spring NWEA scores from 2009 will be given to all teaching staff (R.I.T. scores and Lexile scores for baseline data will be used for planning interventions with targeted groups of underachieving students both during and after the school day).</p> <p>Low performing readers will be placed into a reading class designed to provide additional assistance in building vocabulary, reading confidence and increasing comprehension.</p> <p>Teachers utilize reading strategies based on data to differentiate instruction in the classrooms for low performing readers.</p> <p>Parents will be trained on how to utilize the parent component of the online Accelerated Reader Program in order to support reading at home.</p> <p>Disaggregate MEAP data when it arrives in the winter of 2009 with language arts teachers, reading teachers, and interdisciplinary teams using CLASS A and state itemized analysis reports.</p> <p>General education teachers, reading teachers, and the Title 1 coordinator support teachers will track progress of Spring NWEA scores and print goal worksheet in NWEA to use for targeted supported during the remainder of the year.</p> <p>Identified students in the 6th grade will work with certified social studies teachers in after school clinics to re-teach objectives and benchmarks from primary grades social studies content.</p> <p>Plan the November 2009 in-service for incorporating common reading strategies across the curriculum.</p>
Technology	<p>Pretest and quarterly assessment data will be compiled using Microsoft Excel to ease analysis.</p> <p>CLASS A will be used to track quarterly assessment results in our Student Data System (Zangle).</p>

	<p>Jamestown Navigator Reading Program will be used as both a home and school intervention for struggling readers.</p> <p>Michigan Virtual Reading Course will be used for at least 10 struggling 8th grade readers during the second semester for use at both home and school (if necessary).</p> <p>The online component of the Accelerated Reader Program will be used to incorporate more parent and home communication and support student reading.</p> <p>Staff driven technology training sessions will be offered by the <i>Technology Committee</i> to provide research driven technology support in all classrooms.</p>
<p>Parent Involvement</p>	<p>Parents will be invited to Family Literacy evenings hosted by the school as part of a monthly or bi-monthly parent series designed to provide both social and educational experiences in reading and writing.</p> <p>Information will be given and explained to parents at Open House, conferences and various parent evenings to show them how to incorporate more reading comprehension strategies at home.</p> <p>Parents/guardians will sign a compact at the beginning of the year indicating that they will be sure their child(ren) will read at least 20 minutes per night and at least 5 nights per week.</p> <p>Parents will have additional home based resources to assist and track their child’s reading through the online Accelerated Reader package.</p>
<p>At-Risk Students’ Support</p>	<p>After school programs will be used to help supplement instruction for those students who are in need of extra reading support as assessed by grade-level district writing assessments and MEAP reading scores.</p> <p>Classroom aides, Title 1 Coordinators (certified teachers) and special education personnel will push-in to work with flexible groups and provide additional instruction during general language arts and reading classes.</p>

	<p>Bussing will be provided for any student staying after school for additional support (if they are bussed during normal hours).</p>
Evaluation	<p>In March 2011, MEAP reading scores will be used to determine if the reading goal of 80% was achieved.</p> <p>The 2010 NWEA spring score will be used to analyze progress toward the goal during the 2009-2010 school year.</p> <p>Staff will also monitor student reading progress using quarterly assessments, STAR reading scores, Accelerated Reader data and NWEA R.I.T. score growth.</p> <p>Data will be turned in to the School Improvement Data Manager for analysis. The data will be used to generate graphs by grade level teams in order to further inform instruction. Quarterly trend data results will be shared with staff each quarter.</p>
Verification	<p>The building principal and School Improvement Team will verify that initial and supportive professional development is conducted throughout the year.</p> <p>Teachers will monitor student progress through the year and data will be collected to verify that students are showing growth.</p> <p>A verification chart will be kept throughout the year by the building principal/School Improvement Team.</p> <p>Department heads will check with members of their department (once everyone has been trained and given a chance to implement strategies in the classroom) to be sure that the strategies are being used on a regular basis to support reading across the content areas.</p>

<p>Instructional Strategy #2</p>	<p>Teaching staff will identify essential vocabulary to be taught at each grade level for successful results of quarterly assessments (based on essential objectives/Power Standards we teach each quarter).</p> <p>Staff will receive guidance and professional development during staff meetings, department meetings and team meetings to learn and implement Marzano’s research driven interventions for student vocabulary mastery at each grade level. A master list of this vocabulary with visual depiction will become part of an orientation for all new families.</p> <p>We will utilize Marzano’s six step approach to helping students master the essential vocabulary and concepts of a given subject area.</p>
<p>Research & Materials</p>	<p><u>Classroom Instruction that Works</u> by Marzano, Pickering, and Pollack; <u>Building Academic Vocabulary: Teacher’s Manual</u> by Marzano and Pickering, and <u>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</u> by Marzano.</p>
<p>Professional Development</p>	<p>Internal use of common planning times, department meetings, and staff meetings will be used to research and implement the Marzano instructional strategies for vocabulary during the 2009-2010 school year.</p> <p>Full school implementation and training will coincide with the 2010 fall in-Service dates on Reading Apprenticeship.</p>
<p>Action Steps</p>	<p>Department chairs will use samples of “Power Standards” from other districts in the state to determine the most essential objectives for mastery and depth as outlined in the State Standards and Benchmarks/GLCEs.</p> <p>Department chairs will utilize these new standards in order to change current quarterly assessments and create simple formative assessments to test student vocabulary and background knowledge.</p>

	<p>Teachers in all content areas will differentiate instruction based on the quarterly assessment results. Instructional decisions will be based on student mastery of essential vocabulary before moving on in content instruction.</p> <p>Teachers in all content areas will save mastery level examples of visual representation of vocabulary in order to create and publish electronic versions of our essential content area words.</p>
Technology	<p>Pretest and quarterly assessment data will be compiled using CLASS A to track scoring in our Student Records Database (Zangle).</p> <p>Visual representation of mastery level vocabulary will be saved and tracked to create grade level vocabulary guides for all new students and new families.</p>
Parent Involvement	<p>Parents will utilize the vocabulary feature in the Accelerated Reader Program to assist their child in meeting outside reading requirements at all grade levels.</p> <p>New parents will be provided with the “vocabulary” catalog in order to help them assist their child in understanding some of the content area expectations at Pierce.</p>
At-Risk Students’ Support	<p>Specific vocabulary interventions will be offered to low performing students and students who lack the semantic pathway to the brain.</p> <p>After school programs will be used to help supplement instruction for those students who are in need of extra reading support as assessed by grade-level writing assessments and MEAP reading scores.</p> <p>Classroom aides, Title I coordinators (certified teachers) and special education personnel will push-in to work with flexible groups and provide additional instruction during general language arts classes and reading classes.</p> <p>Bussing will be provided for any student staying after school for additional support (if they are bussed during normal hours).</p> <p>New students will receive copies of exceptional vocabulary notebooks for prior grade to study and analyze as part of our new orientation program.</p>
Evaluation	<p>Students will be surveyed using Plus/Delta and P.D.S.A. (Plan-Do-Study-Act) cycles, which are based on the</p>

	<p>Baldrige continuous improvement model. All district employees have been trained in Baldrige and will continue to utilize the quality improvement tools to assess student success in all classes.</p> <p>Language arts teachers will use quarterly assessment data to track improvements and interventions in reading success.</p> <p>2010-2011 MEAP results in reading and overall achievement scores should show growth after a year of implementation.</p>
Verification	<p>The building principal and department leaders will verify that initial actions and planning has been conducted.</p> <p>Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth.</p> <p>A verification chart will be kept throughout the year by the building principal/School Improvement Team.</p>

2. School Wide Reform Strategies (Action Plan)

Goal Area #2	Math (Active)
Rationale (Need)	<p>While students at Pierce are at or above state AYP targets, math scores have dropped in some grades (see page 8 table) and in some sub-groups. Special Education students in grade 6 dropped 13% over the last three years and African American 8th grade student scores dropped 12% over the last three years.</p> <p>Math scores are near or below the state averages, showing that all groups are not showing growth in math achievement.</p> <p>Students with multiple suspensions from school showed unsuccessful results in overall academic performance (grades, NWEA, and MEAP scores).</p>

	<p>Parent perception data shows that only 62% of parents/guardians agree or strongly agree that Pierce “students are provided the support needed to meet high academic standards”.</p> <p>Only 60% of surveyed summer school students stated that Pierce “students are provided the support needed to meet high academic standards.”</p>
SMART Goals	<p>By March of 2012, Pierce students will show an improvement in mathematics areas measured by the MEAP results in all three grade levels. The annual AYP objective target for 2012 is 6th grade students at 80% proficient, 7th grade students at 78% proficient, and 8th grade students at 77% proficient. Our goal is to meet or exceed these standards. All subgroups will improve by at least 5% after our interventions during the 2009-2011 school years.</p> <p>Overall, all students and subgroups will show progress using fall and spring assessments from NWEA math assessments.</p> <p>Next year, at least 80% of our parents and students will agree or strongly agree that “students are provided the support needed to meet high academic standards” in mathematics.</p> <p>Office Discipline Referrals (O.D.R’s) will decrease by at least 20% with the implementation of schoolwide Positive Behavior Support and with additional support to meet high academic standards.</p> <p>Total suspensions from school will decrease by at least 10% during the 2009-2010 school year, dropping from 660 total suspensions during the 2008-2009.</p>
Instructional Strategy #1	Math teachers will utilize differentiated instruction for all levels and styles of learners.
Research & Materials	“Eliminating Barriers for Learning” from the U.S. Department of Education offers ways to differentiate instruction for students with social and emotional issues.

	<p><u>The Differentiated Classroom: Responding to the Needs of All Learners</u> by Carol Ann Tomlinson; <u>The Handbook for Classroom Instruction that Works</u> by Robert Marzano, Debra Pickering, and Jane E. Pollock.</p>
<p>Professional Development</p>	<p>Math teachers will participate in online professional development entitled “23 Things” offered by Wayne RESA.</p> <p>While the staff at Pierce has been in-serviced on differentiated instruction, several teachers who are considered experts in the building will be available to assist math teachers, specifically, in differentiating instruction in their classrooms.</p> <p>A Wayne RESA math coach will be utilized as a source for specific math related differentiated instruction strategies to the entire department or to teachers upon analysis of growth data in the NWEA assessments.</p> <p>Training will be provided for multiple teachers in August 2009 to become staff trainers in “Eliminating Barriers for Learning”. The program suggests ways to promote mentally healthy learning environments through instructional techniques developed by U.S. Dept. of Health and Human Services Substance Abuse and Mental Health Service Administration (SAMHSA).</p> <p>The trained “trainers” will guide and facilitate building level trainings throughout the 2009-2010 school year.</p>
<p>Action Steps</p>	<p>The math department will use resources from Marzano, Tomlinson and Tate to create goals that focus on differentiated instruction in the math classroom.</p> <p>Training and implementation of mentally healthy learning environments will take place through instructional techniques that take into account the individual learning styles of students and overall classroom climate.</p> <p>Staff will be assisted in identifying school and community resources and partnerships that promote youth mental health and provide monthly activities in the evening for academic and social/emotional support.</p> <p>Any student listed as “not proficient” in MEAP or NWEA scores will work in after school homework clinics and</p>

	with the Compass (Back on Track for Algebra) math online program in the 8 th grade.
Technology	<p>“23 Things” presented by Wayne RESA focuses on utilizing technology in the classroom.</p> <p>Promethean boards will be installed in one math classroom as a pilot, in the hopes of purchasing the same for the math department.</p> <p>Compass Learning – Back on Track for Algebra is an online learning environment offered to certain students during the 09-10 school year through a Wayne RESA grant.</p> <p>Graphing calculators are used in all math classrooms.</p> <p>Michigan Virtual University “Numbers” course will be used as a supplement to the 8th grade curriculum for students who are struggling in math. Students will have the opportunity to utilize this program both at school and at home.</p>
Parent Involvement	<p>Thematic parent evenings will have some focus on adolescent development and available mental health support systems.</p> <p>Parents will be offered evening training sessions that will assist them in understanding and using the online components of our math textbook series.</p> <p>Parent perception data will continue to be tracked in order to determine what they need to support their students. Surveys and questionnaires at Open House, Parent/Teacher Conferences and family nights will guide the winter family nights.</p>
At-Risk Students’ Support	<p>“Eliminating Barriers for Learning” teaches risk factor identification to allow for earlier intervention and support for students (socially and/or academically).</p> <p>Increase student participants in our social work/counselor support groups that run each quarter through more</p>

	<p>staff awareness.</p> <p>Classroom aides, Title I coordinators (certified teachers) and special education personnel will push-in to work with flexible groups and provide additional instruction during general math classes.</p>
Evaluation	Pre and post test NWEA score analysis, common assessment results and 2010 MEAP data will be used to identify trends in student achievement.
Verification	<p>The building principal and School Improvement Team will verify that initial and supportive professional development has been conducted.</p> <p>Math and team teachers will monitor student progress through the year and data will be collected to verify that students are showing growth both academically and emotionally. Any student listed as “not proficient” in MEAP or NWEA scores will work in after school homework clinics and with the online Compass (Back on Track for Algebra) math program.</p> <p>A verification chart will be kept throughout the year by the building principal/School Improvement Team.</p>
Instructional Strategy #2	To minimize removals from the classroom setting, teachers will institute school wide Positive Behavior Support.
Research & Materials	Research shows that the implementation of Positive Behavior Support systems throughout the nation has improved overall school climate and increased student attendance.
Professional Development	Staff will receive professional development on how to implement the Tier 1 phase of the Positive Behavior Support during the 2009-10 school year. On-going professional development will occur in the winter of 2010 to implement Tier 2 and Tier 3 interventions the following school year.
Action Steps	<p>A mixture of Pierce staff (teachers, counselors, monitors, and administration) volunteered and organized the implementation plan and manual for PBS implementation through the Wayne R.E.S.A. grant.</p> <p>September of 2009 – Full staff training to begin PBS implementation during the 2009-2010 school year.</p>

	<p>Monthly data assessment meetings will take place in order to track Tier 1 interventions and plan Tier 2 and Tier 3 process.</p> <p>Students will be rewarded on a regular basis (4-1 ratio – for every 1 negative interaction, 4 positive affirmations needed for specific positive behaviors) for meeting common expectations.</p>
Technology	Graphic displays in print, video Podcasts, and desktop publishing newsletters from the Media Literacy class will be utilized in order to promote the program’s success.
Parent Involvement	<p>A “Parent Volunteer Coordinator” will be hired to assist in managing the school store for positive behavior awards.</p> <p>A staff member will be assigned to work with the Parent Volunteer Coordinator to make the School/Home connection for planning and implementing Parent Support Evenings based on our goals for student achievement.</p> <p>The Student/Teacher/Parent Compact will be utilized so all expectations for students, school, and parents are clearly communicated.</p>
At-Risk Students’ Support	<p>Positive behavior by any student will allow for rewards, incorporating affirmation into the lives of students who need positive support.</p> <p>Tier 2 and Tier 3 interventions (2010-2011) will give more wrap-around support to At-Risk students with multiple suspensions from school.</p>
Evaluation	Monthly O.D.R. reports from Zangle will help track strength of the program.
Verification	The building principal and PBS team will verify that initial and supportive professional development has been conducted.