



School Improvement Plan

John Pierce Middle School

South Redford School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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 790 sixth, seventh and eighth grade students and their families each year. Approximately 50% of our students ride the bus to school each day. Over 55% of our students qualify for federally funded breakfast and lunch. 47 teachers, 2 administrators, 2 counselors, 1 school social worker, 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.

Demographics:

Number of Students:

6th Grade: 249; 7th Grade: 275; 8th Grade: 270; Total: 794

Race/Ethnicity:

African/American: 68% (537); Caucasian: 25% (195); Hispanic/Latino 2% (15); Asian/Island Pacificer 1.5% (11); Other 3%

Socio-economic Status:

Free Lunch: 58.4% (494); Reduced Lunch: 6.8% (54)

Special Education students:

28% of the student population

Number of Teachers:

Core content: 30

Special Education: 7

Electives: 9

Counselors: 2

TOTAL: 48 (47 FTEs)

Pierce Middle School operates using the middle school concept, embracing interdisciplinary teaming. 6th through 8th grade students receive instruction on an interdisciplinary team from four core subject area teachers (math, science, social studies, and language arts) and a Teacher Consultant. The following exploratory classes are also offered: band, physical education, computers/technology, health/wellness, Spanish, and art. Pierce also offers At-Risk classes to support student achievement in Language Arts, reading, writing and math.

Some of the challenges in our community is the changing demographics over the past several years. The African American population has steadily risen in Redford and in our school. Additionally, we have seen an increase in the number of students who qualify for free/reduced lunch, indicating an increase in families with lower SES than we have traditionally had in Redford. Our population in the township and in the school is more transitory, and this brings new challenges to our staff and community. Our township currently has a record number of rental

homes, so we see less long-term commitment and shorter enrollment periods for our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

We will prepare leaders to compete globally through rigorous preparation and recognition of the unique gifts of each student.

The staff of Pierce Middle School envisions an educational environment where:

- a) expectations and consequences are clear, fair and consistently applied;
- b) teachers provide students with challenging and engaging activities that are clearly related to the grade level standards and skills being taught;
- c) teachers meet the diverse and changing needs of their students by continually adapting curriculum, instruction and assessments;
- d) students are provided the support they need to meet high academic standards;
- e) students and staff value diversity, civility, service and democratic citizenship;
- f) students are given opportunities to use many and varied approaches to achieve and demonstrate competence and mastery of standards;
- g) students rise to the expectations set by all of the adults in the building.

Mission Statement

Our impassioned, dedicated community will guarantee a challenging, aligned curriculum and safe environment to ensure each student will be college and career ready.

Our students are our primary purpose. All decisions are made with the students' well-being in mind. We work hard to maintain clear, consistent expectations that are communicated regularly to students. This is done in several ways, and is supported through our PLCs and committee work. Our PBS committee is comprised of teachers/staff from all grade levels and departments and they assess, plan, revise and communicate behavior expectations for students. Additionally, they find ways for us to celebrate our students' successes.

Grade-level teachers work collaboratively to align their lessons, target learning goals and assessments. Team-level teachers work collaboratively to identify students who need extra support and interventions, communicate with our families and build common processes and procedures for students. Department-level teachers meet regularly to align curriculum standards, assure curriculum is aligned to state expectations, discuss programs and instructional strategies and assess current progress.

Students are encouraged to meet high academic challenges, and modifications to the schedule are made if it will help students advance at their own rate. For example, we may have 7th grade students in Algebra I (traditionally a 9th grade class) or 8th grade students taking English 9 at the high school. Next year we will open the "Pierce Academic Institute," a team for high-achieving students within the school. This will allow students to excel and meet their academic goals at their own pace.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Improvement in the area of Reading: Our students have made the largest gains in the area of Reading, in all three grade levels.

Emerald School: Our Energy Committee, comprised of students and staff, has made great progress in the area of conservation. Pierce Middle School was awarded Emerald Status this year.

Pierce Academic Institute: Team of high-achieving students who will work hard to excel academically to their full potential

FOCUS Period: Regularly scheduled time during the school day for students to work in a small group setting with their teachers and/or title I paraprofessionals. Instructional is specific and intentional, and the groups are flexible in nature

Intervention Classes: Wide range of intervention classes for students with the highest needs, including Reading, Writing, Math and Transitions (organizational, motivational skills).

Garden Club/Nutrition Team: Extensive community-type garden is planted and maintained by the school community, including teachers and students. The Nutrition team regularly uses food grown at Pierce to make dishes and food.

Department / Committee PLCs: Departments heads have been added back into the budget, which allows our departments to function more purposefully. The structure of our school committees has been modified as well, with committee member selection being more intentional, so all grades/subject areas are represented if possible.

Academic Bracelets: Students receive wristbands for achieving a 3.0 or above on their quarterly report cards.

Grade 6 - 12 Vision: Time has been built into the schedule to allow collaboration time between middle school and high school teachers. In 2012-2013, the department heads met together six times, and the 8th and 9th grade teachers met together 2 days.

Areas of Improvement:

Grade 6 - 12 Vision: Steps still need to be made in this area to maintain the work we began. In 2013-2014 the entire middle school and high school staff will meet together twice.

Grade K - 8 Vision: In 2013-2014 the elementary staff and middle school staff will meet together twice to align practices vertically.

Academic Accountability/Student Motivation: Many students struggle to keep up with their work and turn in assignments. This effects them negatively in many ways, including their grades and their achievement. The Pierce staff have been researching ways to address this problem and will continue to work on it over the summer. We hope to have a school-wide system in place by Fall, 2013.

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After-school clinics: After-school clinics are currently run by teams and students are limited in their access to extra help. Our staff is looking at ways to make this a school-wide system so that all kids can attend on whichever days they need help.

Achievement gaps/Low achieving students: We need to address the deficits our children have. We have many supports and interventions in place, but need to continue to build additional supports and systems that will assist our students. In order to help in this area, our 2013-2014 daily schedule will include an "intervention/enrichment" period. Students will be placed in small groups and will have the chance to work on their specific areas of need on a regular basis.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Pierce Academic Institute (Beginning Fall, 2013):

The PAI was founded in order to advance the education of our children through a rigorous high school preparatory program. It is the aim of the faculty at Pierce to impart to our students a solid educational background that will positively affect their lives in and out of the classroom. The PAI will challenge high-performing students daily.

A quality education at Pierce begins with the fundamentals of Math, Science, Social Studies, and Language Arts. This has been the key to academic success at Pierce since 1950 and will remain as the stronghold of our core values. The PAI will host a complete series of classes in these core academic areas that will serve to better prepare your child for the corresponding Honors/Advanced Placement (AP) courses at Thurston High School. Students will have the opportunity to earn high school credit while in middle school, and will be on track to earn college credits while taking high school classes, without tuition fees!

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A concerted effort was made this year to engage a variety of stakeholders in the development of our school improvement plan. This was done in the following ways:

1. Monthly School Improvement Committee meetings (school improvement committee includes staff from a variety of grade-levels and subject areas).
2. School Improvement activities scheduled during staff meeting times - These meetings include survey collection, review, and assessment; gathering input and ideas from staff; small group discussions; brainstormings; book studies; and data disaggregation.
3. Parent meetings - Coffee talks w/ principal (during and after school); PTO meetings; Title I parent meetings
4. Parent surveys
5. Staff surveys
6. Student Surveys
7. Suggestion box for stakeholders

SIT members are selected by the principal based on their willingness and their role (intent is to have a variety of grade levels/teachers involved). Parent meetings are planned on different days/times of the week to accommodate as many families as possible.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

School Improvement Chair: planned meetings, developed agendas, communicated progress

School Improvement Members: participated in meetings, division of tasks among members, and facilitation of activities and PD at staff meetings

Staff: Input, collaboration, suggestions (small group discussions, whole group discussions)

Parents: All parents are invited to be involved, meetings set at various times/days to accommodate as many families as possible.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan is communicated to all stakeholders at Parent Meetings, PTO Meetings and staff meetings. CNA information is presented formally to the staff, community, school board and parents as it is completed. Perception data is shared with staff, students and parents as it is compiled.

Data is shown in multiple formats: data board, written reports, website and verbally.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As both district and building enrollment changes, staff reductions and additions have been required to take place. An increase in student enrollment during the 2012-2013 school year prompted the need for additional staffing, particularly in the area of specialized instruction in math and language arts.

How do student enrollment trends affect staff recruitment?

Staff recruitment is based on the needs of the building and students. Due to an increased in students enrolled with significant learning gaps in both math and reading, staff who were highly qualified were sought out during the 2012-2013 year to provide additional instruction in these areas.

How do student enrollment trends affect budget?

An increase in students requiring additional reading and math interventions led to an increased requirement for funds to be spent on teaching staff and programs designed to intervene.

How do student enrollment trends affect resource allocations?

An increase in students who are considered to be at-risk has allowed the school to obtain resources from sources such as Title I A, Title II, and 31A. Enrollment trends also impact general education dollars spent toward resources. For example, general education teachers had to pick up extra classes this year in order to reduce class sizes in the building due to increased enrollment.

How do student enrollment trends affect facility planning and maintenance?

As the number of students increased in the building, adjustments to classrooms were made to fit the need for further classes of students. Technology and other resources such as books were re-configured in order to provide access for these classes. Furthermore, these additional classes required scheduled maintenance to be adjusted (i.e. times of cleaning, fixing equipment, etc.).

How do student enrollment trends affect parent/guardian involvement?

Due to the demographics of the student population and the changes in enrollment of various subgroups, parent/guardian involvement has changed. A concerted effort has been made by the district and building to ensure parents/guardians have multiple opportunities to be involved, including parent nights, coffee talks, open houses, conferences, PTO meetings and volunteer opportunities. As students with a multitude of socio-economic difficulties increase, a diligent effort will continue to be made to ensure all parents have access to involvement in SY 2013-2014

the school. Next year a parent will serve as a "parent coordinator" to help facilitate these efforts. Additionally, the WATCHD.O.G.S. (Dads of Great Schools) program will be implemented this year, in an effort to increase parental involvement, specifically male adults. These men will also serve as role models for our students.

How do student enrollment trends affect professional learning and/or public relations?

The changing demographics and enrollment of students with significant learning needs has prompted the need for a greater increase in professional development opportunities for staff members. A variety of professional learning activities have been made available to the staff throughout the 2012-2013 school year in order to help teaching staff adjust styles of delivery in order to allow students to most appropriately access the curriculum. Furthermore, the school has been diligent in advocating for the variety and success of the programs provided at the school to the community. An increased need in the public promotion of the school has become apparent as student enrollment continues to fluctuate. During 2013-2014, we will continue our efforts to increase PD opportunities. Professional development will focus on formative assessment techniques, teaching strategies geared toward individualizing instruction and differentiation, and curriculum planning/alignment.

What are the challenges you noticed based on the student enrollment data?

The most noted challenges based on the student enrollment at the school lie within the need to address the significant learning challenges and gaps of students and provide appropriate staffing and curriculum. Furthermore, an increased need in community and parent/guardian support continues to be a concern as the student enrollment continues to change.

What action(s) will be taken to address these challenges?

Targeted intervention classes will be developed to help appropriately address the learning needs and gaps of the students in the school. Furthermore, staff will continue to be trained and educated on changing trends in education and best practices to utilize with students with significant learning needs. A continued focus on including parents/guardians and the community in the school will remain a priority, and the school will continue to develop new ideas on how to increase involvement.

Schedule changes for the 2013-2014 master schedule will create the inclusion of an "intervention/enrichment" period. Students will be grouped in this flexible setting based on their specific needs/gaps/strengths. The teachers will play a vital role in developing the flexible groups, and working with our students in a small-group setting on a regular basis. Title I Paraprofessionals will assist during these periods as well.

Before and after school clinics will be scheduled regularly during the 2013-2014 school year, increasing opportunities for students to get additional instruction and aid in their areas of need.

What are the challenges you noticed based on student attendance?

It is very difficult for students to be successful when they miss school, especially our at-risk students. Students who are regularly absent rarely catch up and there is a correlation between high absences and low grades/achievement.

What action(s) will be taken to address these challenges?

An attendance letter has been added to the beginning of the year packets, emphasizing the importance of regular attendance at school. Automated phone calls are made for every absence. Parents of students who miss 10 days of school will receive a letter emphasizing the impact absences will have on their child's success. Additional letters are sent and calls are made if the absences continue. If an improvement is not made, the parents will be reported to the Township for truancy.

The intervention/enrichment periods that will be included in the 2013-2014 schedule will provide an extra hour (every other day) for students to catch up on their missing work. This will be particularly beneficial to students with excessive absences.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading is the area that Pierce shows the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Reading (6th, 7th, 8th grades), Math (7th and 8th grades), and Writing (7th grade).

In which content area(s) is student achievement above the state targets of performance?

none.

What trends do you notice among the top 30% percent of students in each content area?

Students in the top 30% in the area of reading take more Accelerated Reader tests, which indicates that they read more than other students. Additionally, their grades are higher in Language Arts classes, which shows that they tend to complete work, do well on assessment and are engaged in the learning process.

Top math students score higher points in the area of Accelerated Math and Math Facts in a Flash. This shows that they take the time necessary to complete assignments and that they have automaticity regarding their math facts. These skills help them to do better in mathematics, and their success is shown by their grades, and their success on assessments.

Males and females perform equally in Math and Reading. In all areas, students scored more 2s than 1s on the MEAP test.

What factors or causes contributed to improved student achievement?

Students who have improved student achievement are present at school (few absences), complete their work (as indicated by their grades), and engagement in their classes and school. Parental support and involvement also contributes to improved student achievement.

AR time (25 minutes of reading each day) is incorporated into each student's day. Reading intervention classes are offered as classes for our lowest reading. All students are required to read books at their reading level (within their ZPD).

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How do you know the factors made a positive impact on student achievement?

The STAR data results increased in January and May for both Math and Reading.

Which content area(s) indicate the lowest levels of student achievement?

Social Studies (9th grade, which reflects achievement in grades 6, 7, and 8).

Which content area(s) show a negative trend in achievement?

Social Studies (6th grade and 9th grade tests) and Math (6th grade test).

In which content area(s) is student achievement below the state targets of performance?

All content areas.

What trends do you notice among the bottom 30% of students in each content area?

More males struggle with Math and Reading. In Science and Math, all students in the bottom 30% received 4s of the MEAP. Students' reading levels are lower each year. This contributes to challenges they encounter in all of their classes. Student motivation is low, and our bottom 30% of students have the most missing work in their classes. Parental involvement is also low among these students, due to a number of reasons, including work schedules, multiple commitment for various children and disengagement.

What factors or causes contributed to the decline in student achievement?

Transiency - we enroll many new students each year with low abilities in multiple subject areas. Absences - students with high absences struggle to achieve.

How do you know the factors made a negative impact on student achievement?

Assessment of mobility data show that incoming student have lower ability levels than our outgoing students. Also, there is a correlation between high absences and low achievement.

What action(s) could be taken to address achievement challenges?

Implementation of the "intervention/enrichment" period during the 2013-2014 school year will allow students extra time and instruction in a small group setting on a regular basis. Teachers will have collaboration time to assess the needs of each student and place them in

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appropriate groups. Title I paraprofessionals will assist during this time, and are also available before and after school to help struggling students.

Implementation of PASS (Positive Academic Support System) will set parameters for student accountability and involve parents when students fail to achieve at an acceptable level. This schoolwide system will track student success/failure, indicate which students are falling behind, and offer quick identification of at-risk students so that proper interventions can be implemented immediately.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- White
- Hispanic or Latino
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Hispanic or Latino
- Male
- English Language Learners (ELLs)
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is relatively stable in our subgroups.

How do you know the achievement gap is closing?*

Based on an analysis of our MEAP data, we find that the achievement gap is not yet closing in our subgroups.

What other data support the findings?

Star testing data and interim test results (local assessments) give us additional data points to determine achievement gap information.

What factors or causes contributed to the gap closing? (Internal and External)*

n/a

How do you know the factors made a positive impact on student achievement?

Our gains in reading and math (especially reading) have been seen in our data, and all of our subgroups have made improvements. This has not yet translated into a smaller achievement gap, however.

What actions could be taken to continue this positive trend?

In order to continue and produce a positive trend, we will continue our work and interventions with at-risk students by continually assessing their progress and designing appropriate interventions.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- White

In what content areas is the achievement gap greater for these subgroups?*

Reading

How do you know the achievement gap is becoming greater?*

MEAP data show this gap. Although it's not huge, it is noticeable

What other data support the findings?*

Data from local assessments and STAR data.

What factors or causes contributed to the gap increasing? (Internal and External)*

Declining enrollment of caucasian students, increasing economically disadvantaged students

How do you know the factors lead to the gap increasing?*

Careful consideration given to specific students who are in that particular subgroup.

What actions could be taken to close the achievement gap for these students?*

early intervention, next year's focus period will provide additional, specific support, and at-risk and title I classes.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

It is staying the same as the school's aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Our support staff, including teaching consultants, special ed teachers, counselors and social workers offer many interventions for students with disabilities. Team collaboration time is utilized to identify struggling students and plan appropriate interventions.

How are students designated 'at risk of failing' identified for support services?

Students designated "at risk of failing" are identified for support services in a multitude of ways.

1. STAR scores (assessment taken three times per year)
2. MEAP scores
3. Teacher recommendation
4. Team recommendation
5. Counselor recommendation
6. Local assessments
7. Grades

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Additional Support:

Reading Classes:

Writing Classes:

ELA Classes:

Math Classes:

Homework Clinics:

Reading Clubs:

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Math Clinics:

Increased Challenge:

ADVANCED MATH CLASSES:

ADVANCED ELA CLASSES:

Science Olympiad

Destination Imagination

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	78.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Announcements to students during the school day, newsletters, personal invitations for students who qualify, phone callouts, flyers, website notification

Label	Question	Value
	What is the total FTE count of teachers in your school?	47.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	15.0

Label	Question	Value
	How many teachers have been teaching >15 years?	29.0

What impact might this data have on student achievement?

We have a staff with quite a bit of teaching experience. These years of experience are beneficial to students as teachers are familiar not only with the content but also with the adolescent. However, it is imperative our teachers stay up-to-date and abreast of the current educational trends, as well as the implications of our changing demographics. PD opportunities have been made available to address these items, and

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we will continue to make this a priority.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	50.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	253.0

What impact might this data have on student achievement?

We try to avoid teacher absences because it is important for students to have their regular classroom teacher present as much as possible. When teachers are absent due to professional development opportunities, however, this can translate into better instructional practices, increased motivations and fresh ideas and techniques. Teacher absences due to illness, however, do not have the same impact and measures have been put into place by the district to attempt to minimize this.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The highest overall levels of satisfaction among students are in the areas of being able to access a variety of programs, being treated fairly by administration, and being held to high expectations.

- 1) High Expectations of the Teachers
- 2) High Expectations of the Principal
- 3) Available Services

Which area(s) show a positive trend toward increasing student satisfaction?

Increased satisfaction by students is noted in the areas of being informed about their learning and grades, having a variety of resources available to succeed, and being able to participate in a variety of activities. There are no trends yet - baseline data.

What area(s) indicate the lowest overall level of satisfaction among students?

The lowest overall level of satisfaction among students is having a community of respect and not feeling bullied or picked on.

- 1) All students respect the property of others
- 2) All students treat adults respectfully
- 3) All students treat each other respectfully

Which area(s) show a trend toward decreasing student satisfaction?

Up to date technology, having positive relationships with adults in the building, and students helping one another show a decline in satisfaction among students.

No trends yet. Baseline data.

What are possible causes for the patterns you have identified in student perception data?

Socioeconomic causes, cultural shifts, transiency rates (increasing), aging technology system at Pierce.

What actions will be taken to improve student satisfaction in the lowest areas?

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- 1) Increase opportunities for character education
- 2) Continue improvement of PBS program
- 3) Continue improvement of student accountability (discipline)
- 4) Build relationships between student peers and between students and adults (e.g. , letter writing, team time activities, etc.)

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest areas of parent satisfaction are in the areas of having a clear purpose for student success, feeling their child is prepared for success the next year, that the school provides a safe learning environment, and that the school has high expectations for all students.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Areas showing a trend in increasing satisfaction include using multiple assessments to measure students understanding of what was taught, , communicating about schools goals, providing a challenging and appropriate curriculum, and providing multiple ways to assess student learning.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents/guardians indicated the lowest level of satisfaction in the areas of individualizing instruction for each student's needs and having input on the school's mission statement.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Areas showing a trend toward decreasing satisfaction include protecting instructional time, knowing their child sees value in what is being taught and how to apply it to everyday life, and keeping parents informed regularly about how the student is being graded

What are possible causes for the patterns you have identified in parent/guardian perception data?

The causes of the patterns are likely related to:

1. Student achievement
2. Frequent and consistent communication between parents (stakeholders) and school staff
3. Use of multiple assessments

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

More training to teach parents how to use MiStar's parent connect. Continue training sessions for incoming 6th grade parents. Explore methods to increase communication techniques with parents, including twitter, Facebook, and a better website presence. The addition of the intervention/enrichment period in the 2013-2014 school year will allow students to have nearly individualized instruction on a regular basis in their areas of need. The PASS program will be a student accountability measure that will help communicate regularly to parents when students struggle academically.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Purpose and direction of school is the highest area.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

This is the first year we have used ASSIST survey data tools. We look forward to having trend data next year.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Using common grading procedures and plan/support for technology updates for student learning are our areas of lowest overall satisfaction.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

This is the first year we have used ASSIST survey data tools. We look forward to having trend data next year.

What are possible causes for the patterns you have identified in staff perception data?

The district and school technology plans are still in the process of evolving. Our school is now in the process of developing consistent grading policies and practices. Prior to this year there has not been any effort to have consistent grading policies.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about curriculum, instruction and assessment are made collaboratively in the school. Our Curriculum Director for the district assists teachers in alignment and state requirements. Departments meet monthly (or more) and teachers share instructional and assessment strategies. Teachers and administrators regularly attend professional development offered by Wayne County RESA to further enhance our knowledge base. Stakeholders (students, parents) are notified about changes, and big ideas are brought up at parent meetings in order to illicit feedback before decisions are finalized.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

Lesson plans, walk-through observations, common interim assessments, department meetings agenda/minutes, grade level meetings/notes.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested annually in grades 1 - 5 in our elementary schools, and they are also tested annually at Pierce in grades 6 - 8.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	AER 2012-2013 is attached.	AER Pierce Middle School

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Pierce reviews and annually updates the EDPs to ensure academic course work alignment.	

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Pierce complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education	

School Improvement Plan

John Pierce Middle School

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Yes, Christine Hofer, Principal, 25605 Orangelawn, Redford, MI 48239, (313) 937-8880, ext. 1655.	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached.	School Parent Involvement Plan

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached	School-Parent Compact

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Additionally, we have data to support our interventions and programs that is used to develop and support our improvement plan. This data is continually updated and used in continuous improvement efforts.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

The School Improvement Team and Principal collected and reviewed the data. Data was organized and distributed to staff members to analyze. Data was also presented to parents at a parent meeting, and parents were able to give feedback and offer suggestions/comments about the data. These data meetings led to discussions about which programs are working well, and which areas need improvement. Discussions and assessment continued throughout the school year.

What were the results of the comprehensive needs assessment?

Our largest student achievement gains have been in the area of reading in all grade levels. This is shown through data collected on the MEAP, Interim Assessments, Explore Tests and STAR scores. Pierce is still lower than the state average in Reading on the MEAP, however, so we will continue our efforts. The strategies we have in place are making an impact, so we will continue with them.

We are also making gains in math, although at a slower pace. In 2012-2013 we added an at-risk math position. This at-risk class offers students with the greatest need the opportunity to get intentional, nearly individualized instruction in a small group setting on a daily basis.

The areas of science and social studies show are greatest weaknesses. The state averages are very low in both of these areas, and Pierce is even below the state.

What conclusions were drawn from the results?

The efforts we are making in the area of Reading and Writing are helping. We have a Title I Reading teacher and an At-Risk Writing teacher. Our Accelerated Reader program contributes to our gains in reading, as students have time built into their daily schedule for reading every day. Additionally, students read books within their own ZPD, so they are not reading material that is too easy or difficult for them.

While our math scores are improving slightly, we need to make higher gains in order to improve our scores and close the gaps that exist. In order to do this, we will continue to employ an At-Risk Math teacher who works with students who have the greatest needs. Accelerated Math will be implemented again, and teachers will begin the program sooner than they have done previously. Continued emphasis on Math Facts in a Flash will help students achieve automaticity in mathematics.

Social Studies and Science need to be addressed.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The population at Pierce has changed over the past several years and we now see a more transient group of students who typically have lower skills than our long-term students. Additionally, our demographics have changed and we have a greater proportion of African American

students as well as students who receive free and reduced lunch. These changes create challenges to our staff, students and community.

Through analyzation of the data, we see that in spite of these changes some of the programs and interventions we have in place are making an impact. Our reading scores have shown improvement as a result of our Reading Teacher, STAR program, Accelerated Reader, and daily schedule.

This shows us that regardless of the changes we see in our student population, we can impact their achievement through intentional, targeted interventions and strategies. Regular assessment of programs and systems will allow us to make changes when needed and keep implementing programs that are showing success.

How are the school goals connected to priority needs and the needs assessment?

The school goals are directly connected to the needs assessment and priority needs. The goals are selected and defined only after a careful analysis of the needs assessment. The objectives and strategies are designed to target the areas of need.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals are not based on the analysis of only one (or a few) types of data. Our CNA draws into account several pieces of data, including demographic, perception, assessment and school programs/processes. This is portrayed in the goals.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals apply to the needs of the whole school population. Some of the strategies include programs/processes that are aimed at all students, such as Accelerated Math, Accelerated Reading and AR time built into the daily schedule.

Students who are disadvantaged are given additional interventions, such as before/after school clinics, specific classes (AR Math, AR Writing, and/or Title I Reading). The STAR programs diagnose specific needs/weaknesses/strengths of each student in Math and Reading, and teachers use this information to individualize instruction for our lowest students.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

Renaissance Learning: Accelerate Math and Accelerated Reader and Reading Apprenticeship programs target each student's skill level and work toward moving to higher levels of mastery.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Reading Apprenticeship, Accelerate Reader, Accelerated Math, Math Facts in a Flash, AR reading time built into students' schedules, Renaissance Learning and PBS initiatives

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

The needs assessment revealed a need to focus on improving math and reading. Each of the above listed strategies is research-based and proven to improve students' level of achievement in these areas.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Renaissance Learning (ACC Reader, ACC Math, Math Facts in a Flash) allows for student advancement and is individualized to student needs (you repeat the things you need to practice, move ahead once a concept is mastered, etc.).

We also offered an ELA enrichment class modeled after the research-based project-based learning strategy. Next year we will be beginning the PAI (Pierce Academic Institute) specifically targeted to advanced students.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

As previously mentioned, Renaissance Learning allows for student remediation based on students' individualized needs.

In addition, we offered a reading intervention class for struggling students. Many Reading Apprenticeship strategies are implemented

School Improvement Plan

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throughout this class (and other classes) to aide struggling readers in improving.

At-Risk Writing class focuses on students writing skills, sentence structure and basic grammar.

At-Risk Math class fills the gaps that students show in the area of mathematics. instruction is based on student assessments, and the teacher modifies lessons based on student need.

Before and after school clinics in reading and math are available.

Next year, the before and after school clinic availability will increase. Teachers and students will be able to utilize the intervention/enrichment period to close gaps and concentrate on weaknesses (or strengths).

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

Pierce Middle School currently employs 47 teachers with an average of 14 years teaching experience. We have a low teacher turnover rate with 88% of the teachers having been at Pierce for 9-15, and 6% having been at Pierce for 4-8 years and 6% having been at Pierce for less than 4 years.

What is the experience level of key teaching and learning personnel?

Our teaching and learning personnel are very experienced as show by their longevity at Pierce. Additionally, teachers are continually involved in professional development opportunities (both offered by the district and on their own). These PD opportunities help to keep them abreast of current strategies.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Pierce Middle School has several strategies to attract and maintain high-quality teaching staff. District administrators attend and recruit from several new teacher job fairs each spring. Additionally, Pierce supports student and pre-student teachers from local universities including: Wayne State University, Madonna University, Michigan State University, University of Michigan and Eastern Michigan University. This ensures that we maintain a large pool of well trained and highly-qualified new teachers from which we can recruit when positions open within the building.

New teachers at Pierce are given an experienced mentor teacher with whom they may develop a professional relationship. When questions and/or issues arise, the new teacher is free to communicate openly and seek advice from the veteran teacher. This gives new teachers a feeling of security and allows them opportunities to grow and learn from their experiences and from another teacher.

Pierce staff is offered a variety of ways to become involved with several building activities including athletics, academic and social clubs, school improvement and other after school committees and are well compensated for their time. Additionally, teachers have the opportunity to apply for and become a part of the Galileo Leadership Academy, which promotes professional growth and the development of teacher leaders.

Pierce Middle School strives to retain highly qualified staff by offering school, district and outside professional development opportunities, participation in the Galileo Leadership Consortium, the chance to lead before and after school enrichment classes, as well as many informal recognition programs.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

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District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy.

Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Ongoing training on the STAR programs, math and reading. This PD has taken place all school year and in many forms - whole group PD, departmental, grade-level, and individual. Training has taken place for all teachers in regard to AR time, since it part of the daily schedule and implemented by most teachers, not only reading/English teachers.

Describe how this professional development is “sustained and ongoing.”

PD is planned and given throughout the school year. Initial training takes place in the beginning of the year, and main ideas and needs are carried out during staff meetings, team planning time and subsequent PD days. Creating the PD plan prior to the start of the school year helps to ensure that it is sustained and ongoing.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents were invited to parent meetings throughout the school year (and even prior to the start of the school year). Their input in continually solicited. Updates are given monthly to the PTO and input is received from them as well. The parent survey gives us some information on how well we are reaching out to them. We will continue to develop methods to increase our parent participation.

How were parents involved in the implementation of the schoolwide plan?

Parents are actively involved in the school day, and have many opportunities to participate in various activities related to the overall function of the building. Communication is made with parents via phone calls, surveys, e-mail and face to face meetings so that they were directly involved in the design of the school-wide plan. They play an integral role in the implementation, evaluation and revision of the plan. The committee assigned to evaluate the parental involvement part of our plan included a number of parents, and their input was used in the creation of our Parent Involvement Policy.

How were parents involved in the evaluation of the schoolwide plan?

Through Title I parent meetings and PTO Meetings.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

Meetings, Communication, and Activities.

Parents have many opportunities to participate in various activities related to the overall function of the building. Communication is made with parents via phone calls, surveys, e-mail and face to face meetings so that they were directly involved in the design of the school-wide plan.

How will the parent involvement component of the schoolwide plan be evaluated?

Through the parent survey and at the Parent meetings.

How will the results of the evaluation be used to improve the schoolwide program?

Ideas gleaned from the survey and meetings will inform the School Improvement Team of methods we can use to improve the schoolwide program.

How was the school-parent compact developed?

In collaboration with the School Improvement Team, Administrator, staff and parents.

How is the parent compact used at elementary-level parent teacher conferences?

We do not use it at the elementary level conferences. N/A

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

Parents are encouraged to be involved in their child's education at several levels. The ideas laid out in the compact offer parents strategies they can use to become involved, visible and effective.

How does the school provide individual student academic assessment results in a language the parents can understand?

Individual student academic assessment results are provided to parents in multiple methods. Report cards, progress reports and assignments are available on a regular basis to parents. Parents can access this information through the website (ParentConnect). Training sessions for this tool are offered on a regular basis. Teams communicate assessment information and offer suggestions and tips for making sense of the results. Teachers are readily available to assist parents as they need assistance.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

In what ways does the school connect with children beyond once a year visitation to the elementary school/high school classroom?

1. Elementary school students attend a High School varsity football game.
2. Elementary Band students attend Middle School.
3. Middle School Administrator travel to Elementary for PM meetings.
4. Middle School Teacher Consultants visit Fifth Grade students who are certified or in need of extra support.
5. Parent night (with students present) is offered in the Spring for parents/students to get an overview of the school, a tour of the building, meet the teachers and ask questions.
6. A "Welcome to Pierce Middle School" Newsletter.

The differences between Elementary and Middle School are explained and questions are answered in a small group setting. Parents are welcome to attend.

What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

What types of training does the school provide middle school parents and/or middle school teachers on the skills middle school age children will need when they enter high school?

1. Quarterly assessments are given by CORE teachers in preparation to take mid-term and final tests.
2. Letter grades are given on a standard school wide scale.
3. Explore test is given in preparation of the ACT.
4. Small targeted Counseling groups that helps with organization, stress, and social skills.
5. Summer school for remediation of skill gaps.
6. Release days given to CORE staff to meet with High School staff to align curriculum.
7. Committee meeting integrated between High School and Middle Level.

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers make up their own questions that allow for curriculum specific goals aligned specifically with Common Core standards. Teachers have ownership in the process, discussion opportunities with teams and teaching partners. They have immediate access to data and decision making.

The Quarterly Assessments are given by individual teachers in all subjects and reported to the School Improvement Team

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teaming allows the staff to better assess student work and needs. The smaller groups provide closer watch over and alerts to discrepancies between individual test scores and the actual work produced.

The STAR tests are given three times a year and allow teachers the opportunity to reevaluate student progress, assign students to specific work groups or classes, and monitor regular growth.

MEAP data is reviewed by the whole staff, by departments and individual teachers for subject areas this give three opportunities to plan for and put into action plans for remediation, acceleration and individual growth in all areas.

Quarterly (Interim) assessments provide item analysis and time for teachers to discuss group and individual student needs, curriculum adjustments and offer planning goals.

Teachers have immediate access to data. They are trusted to make good decisions based on the results of the testing, the needs of the students.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are identified through MEAP scores. Guidance is given between MEAP tests through the use of STAR testing.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Assistance is provided by placement in reading, writing and math support classes. Before and after school homework clinics are also offered.

How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers provide small group instruction, pre-tests allow teachers to differentiate in the classroom, teacher consultants bring additional support regularly, accelerated reader forces students to choose reading level appropriate books, math class students are grouped into a library of objectives based on STAR math grade equivalents.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

The staff at Pierce, led by the School Improvement Team, regularly plans and assesses our programs. Our aim is to coordinate and integrate our systems and programs so that they are systematic and systemic, and that they align and support our schoolwide goals.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I Reading Teacher, At-risk Writing teacher, At-risk math teacher, SOAR mentorship program (At-risk), PBIS.

The above programs are part of our overall schoolwide programs. Our staff, administration, school improvement team and parents collaborate on a regular basis to ensure these systems are systematic, coordinated and move our students toward the achievement of our schoolwide goals. These meetings, a careful review of our CNA, and perception data contribute to this process.

Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.

The title I resources we receive will allow us to develop and collaborate (time resource) to create the CNA. This process allows us to clarify our vision, and analyze data to ensure the learning needs of every child are met. Staff PD opportunities and collaboration time will allow us to develop and sustain schoolwide reform strategies. We understand that instructional strategies and initiatives must be based on scientifically based research, and will strengthen our core academic program.

Instruction by highly qualified teachers is a priority and our school currently has 100% HQ teachers. We will continue to support our HQ teachers through high-quality and ongoing professional development. This PD, supported by our Title I resources, allows us to engage in book studies, collaborative sessions, PD specific to content and/or skills and hire substitute teachers to free up teaches to attend meetings or observe others during the school day. We continuously employ strategies to attract HQ teachers to our district and school.

We strive to increase our parental involvement at Pierce Middle School. We will have a "Parent Coordinator" position in 13-14. This position will be filled by a Pierce parent and they will work to bridge the gap between parents and the school. Activities will be planned and implemented to support families and parents.

At Pierce, being the school in the middle, we work hard to improve our transitions from elementary to middle school and from middle school to high school. We do this through the parent meetings, groups, talks, and tours. We have sessions in the spring geared toward incoming and outgoing students and families.

Incorporating a data-driven instructional process (statewide, local, and classroom) is foundational to our teachers and staff. We meet

collaboratively and review and assess our data in order to make decisions that impact our school school. Staff meeting and departmental meeting time is used to ensure teachers are included in decision regarding assessments.

We continue to add methods that will help us to provide effective and timely assistance to students. Next year we will include an Advisory period in our schedule so that students have an adult connection each morning. All students will also have a period during the day in which they receive intervention or enrichment activities based on their specific needs. Intentional, individualized interventions are our goal.

Pierce draws on a wide range of resources from within and outside of the system, and we monitor and impact their use in order to ensure that all students receive a quality education and achieve high academic expectations. These resources include federal, state and local programs such as Title I, At-risk, Nutritional program, McKinney Vento, PBS and our anti-bullying program.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school coordinates and integrates services through analyzing data and providing evidence that students are making progress. We review each program during the year to ensure and collect evidence that the intent and purpose of the programs are met. This is done by our School Improvement Team, Administration team, and staff. Students and parents are involved in surveys and give input and ideas at regularly scheduled meetings.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

The evaluations of the programs are done in a variety of ways. For homework clinics, we have created a committee named "Whatever It Takes." This committee is looking at the number of clinics provided as a building and for each grade level. We are using the Baldrige Plus/Delta method and making changes accordingly. For next year, we will be creating a more intentional approach that will benefit a greater number of students.

For the Reading Class, we are using the teacher's evaluation of the program and Renaissance Learning data to measure student success. Classes have been created in the program for each class and the teacher uses STAR testing a progress monitoring. The data is then analyzed with the company monthly and at the end of the year.

The At Risk classes (Writing & Language Arts) are evaluated in the same manner as the reading class. However, the sources of data include Quarterly Assessments. As an At Risk department, we sat down this year and Plus Delta'd each class and have made an improvement plan for the following year.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Students who are eligible for the classes include those who scored a 3 or 4 on the MEAP. We will follow these students next year to see if there is any improvement.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school uses End of Year data from STAR Renaissance data that compares the amount of students in the following categories:

Urgent Intervention

Intervention

On Watch

At / Above

The comparison of this data is a measurement of the effectiveness of this program.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

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We have used the Baldrige Plus/Delta to evaluate resources and instructional practices. We have also used a Classroom Systems Check for individual evaluations. Some things that have resulted include the determination of eligible students for the classes and the process of students being able to move in and out of the classes based on project.

School Improvement Plan 13-14: Goals & Plans

Overview

Plan Name

School Improvement Plan 13-14: Goals & Plans

Plan Description

2013-2014 Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase their reading proficiency	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$219300
2	All students will increase their math proficiency	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$18000
3	All students will increase their writing proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1300
4	Students will attend school with a willingness to learn	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$19600

Goal 1: All students will increase their reading proficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 3% increase of All Students will Demonstrate a proficiency in reading in English Language Arts by 06/13/2014 as measured by MEAP.

Strategy 1:

PD for Renaissance Champions - Teacher leaders (Renaissance Champions) will attend and participate in the annual Renaissance Leadership Training program.

Research Cited: •Kurns, S., & Tilly, W. D., III. (2008, May). Response to intervention blueprints for implementation: School building level. Alexandria, VA: National Association of State Directors of Special Education, Inc.

•Burns, M. K., Dean, V. J., & Klar, S. (2004). Using curriculum-based assessment in the responsiveness to intervention diagnostic model for learning disabilities.

Assessment for Effective Intervention, 29, 47–56.

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Renaissance Leaders (2) will participate in the annual Renaissance Leadership Summit	Professional Learning	09/04/2013	06/12/2014	\$4000	Title I Schoolwide	Star Champion, Accelerated Reader Champion

Strategy 2:

Reading Intervention Class - Students who are identified as the "lowest of the low" will be placed in this intensive, intentional reading class that will focus on reading strategies and comprehension techniques. Classes will remain small in class size, and students will exit the program as they achieve goals set by themselves and their teacher.

Research Cited: Dean, C.B. (2012), Classroom instruction that works: Research based strategies for increasing student achievement, ASCD, VA

Activity - Teacher PD on Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teacher will engage in professional development opportunities.	Professional Learning	09/04/2013	06/12/2014	\$300	Title I Schoolwide	Reading Teacher

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teacher will participate regularly in PLCs with other intervention teachers to discuss strategies and techniques for working with students	Professional Learning	09/04/2013	06/12/2014	\$0	General Fund	Intervention teachers (reading, writing, math, transitions)
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Strategy 3:

Accelerated Reading - All staff will receive training to coach students during our common reading time (called A.R. time) so students will be reading books at their level and receive coaching from the teacher about research proven reading strategies (called "Status of the Class" trainings). Teachers use personalized reports from Renaissance Enterprise to identify and facilitate personalized interventions. Students will be provided reading time during the day in at least one core classroom so teachers can assist students with reading strategies for comprehension and fluency. Teachers will use STAR Reading and Accelerated Reader (with assistance and scoring on the classroom Neo2 or on a P.C.) to measure and track student data daily. All new students will be screened using STAR Reading upon entering school. Classroom aides (certified teachers) and special education personnel will work with flexible groups and provide additional instruction during general language arts classes and reading classes. Bussing will be provided for any student who is normally bussed and is staying after school for additional support. Students will be surveyed using a schoolwide survey. Language Arts teachers will use interim assessment, formative assessment, and STAR data to track improvements and interventions in reading.

Research Cited: 1Anderson, J. (2001). A skeptic is sold: A high school librarian finds reasons to love Accelerated Reader. *School Library Journal*, 47(7), 31.

Borman, G. D., & Dowling, N. M. (2004). Testing the Reading Renaissance program theory: A multilevel analysis of student and classroom effects on reading achievement. Unpublished manuscript, University of Wisconsin-Madison. Available online:

<http://www.education.wisc.edu/elpa/people/faculty/Borman/BormanDowling2004.pdf>

Brem, S. K., Husman, J., & Duggan, M. A. (2005). Findings from a three-year study of Reading Renaissance in a Title I urban elementary school: The effects of Reading Renaissance on students' standardized reading performance and motivation towards independent reading (Tech. Rep.). Tempe, AZ:

Arizona State University, Division of Psychology in Education. Available online: <http://drbrem.ml1.net/renlearn/publications/rr2005.pdf>

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- 12Renaissance Learning. (2001g). Reading growth nearly triples and library circulation increases through extended Renaissance implementation (Scientific Research Series L0347). Madison, WI: Author. Available online: <http://research.renlearn.com/research/pdfs/34.pdf>
- 13Renaissance Learning. (2001h). Reading percentiles increase by more than 10 percentiles at Nebraska elementary school (Scientific Research

Activity - Intervention Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$170000	Title I Schoolwide, General Fund, Section 31a	Core teachers, Title I Aides, Administrators, and support staff.

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Professional Development will be provided for teachers throughout the school year. Internal use of common planning times, department meetings, and staff meetings will be used. Core Leadership Trainers in STAR, Accelerated Reader, and Neo2 will assist teachers during staff meetings and in classrooms throughout year.</p>	Professional Learning	09/04/2013	06/13/2014	\$5000	General Fund, Title I Schoolwide	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth. Teacher-leaders wi
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Activity - Accelerated Reading - Daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During daily Accelerated Reading time, teachers will use personalized reports from Renaissance Enterprise to identify and facilitate interventions. STAR testing will help pinpoint student needs and areas for improvement. Provide reading time during the day in at least one core classroom so teachers can assist students with reading strategies for comprehension and fluency.</p>	Academic Support Program	09/04/2013	06/13/2014	\$40000	Title I Schoolwide, General Fund	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth.

Goal 2: All students will increase their math proficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase of All Students will Demonstrate a proficiency mathematics competency in Mathematics by 06/13/2014 as measured by MEAP.

Strategy 1:

Data-Driven Instruction - Math teachers will use Renaissance Learning products and other measures to identify students' strengths and weaknesses. This will guide teachers and support staff to provide either individualized support to those not reaching benchmark goals, or whole classroom curriculum changes to fill the gaps that data shows in need of remediation. Students scoring below expectations will be identified by team teachers and provided additional instruction during the planned intervention period. Title I aides (certified teachers) will be utilized during the period to assist students. Accelerated Math, STAR Math, Compass Learning, "Math Facts in a Flash" and instructional tools will be used to help students improve their mathematics proficiency.

Research Cited: All research for this intervention can be found at:

<http://www.renlearn.com/research/>

<http://www.compasslearning.com/>

Activity - Intervention Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$0	Title I Schoolwide	Core teachers, Title I Aides, Administrators, and support staff.

Activity - Team Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team teachers will collaborate regularly to identify/evaluate student achievement in mathematics. Using this data, decisions will be made as to reteaching needs, instructional priorities and intervention/enrichment needs for students.	Evaluation	09/04/2013	06/13/2014	\$0	Title I Schoolwide	Math department chair, school improvement team, core teachers.

Activity - COMPASS Odyssey Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Compass Math program to increase their math skills	Technology	09/04/2013	06/12/2014	\$4000	Title I Schoolwide	Math Teachers

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will utilize the MFIAP program through Renaissance to increase their automaticity in mathematical facts.	Technology	09/04/2013	06/12/2014	\$0	Title I Schoolwide	Math teachers
Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Accelerated Math program through Renaissance Products to increase mathematical fluency	Direct Instruction	09/04/2013	06/12/2014	\$14000	Title I Schoolwide	Math Teachers

Strategy 2:

At Risk Math Class - Students who are identified as "lowest of the low" based on local assessments, STAR assessments and MEAP tests will be placed in this intervention class. This class will offer extra math support in addition to their core math class. Class size will remain small, and students will have the opportunity to exit the class as they reach personal goals set in collaboration with their teacher.

Research Cited: •Burns, M. K., Dean, V. J., & Klar, S. (2004). Using curriculum-based assessment in the responsiveness to intervention diagnostic model for learning disabilities. *Assessment for Effective Intervention*, 29, 47–56.

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to offer strategies and interventions that will benefit students, as well as to assess student progress.	Professional Learning	09/04/2013	06/12/2014	\$0	No Funding Required	AR Math teacher, AR writing teacher, T1 Reading teacher, Transitions teacher

Goal 3: All students will increase their writing proficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 3% increase of All Students will Demonstrate a proficiency in writing in English Language Arts by 06/12/2014 as measured by MEAP scores.

Strategy 1:

Daily Writing - Students will receive writing prompts daily from their Advisory teacher. Prompts will be created and published by the LA department, however, teachers and teams may alter prompts as desired. Students will write in composition journals, and reflections will be given by teachers.

Research Cited: Fisher, D., & Frey, N. (2003). Writing instruction for struggling adolescent writers: A gradual release model. *Journal of Adolescent and Adult Literacy*, 46, 396–407.

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Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in their journal daily during advisory	Direct Instruction	09/04/2013	06/12/2014	\$800	Title I Schoolwide	All teachers

Strategy 2:

Power Writing - All teachers will be training on using a specific writing technique in their classrooms. Writing will take place across the curriculum, not solely in language arts classrooms. Students will write daily during their advisory periods in a personal journal, responding to schoolwide/teamwide writing prompts.

Research Cited: Fisher, D., & Frey, N. (2003). Writing instruction for struggling adolescent writers: A gradual release model. *Journal of Adolescent and Adult Literacy*, 46, 396–407.

Activity - Staff Professional Development Power Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be training in Power Writing techniques and will receive materials and handouts to support their learning	Professional Learning	09/04/2013	06/12/2014	\$500	Title I Schoolwide	Language Arts Department Chair, Language Arts department

Goal 4: Students will attend school with a willingness to learn

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Demonstrate a behavior of safety and responsibility by 06/12/2014 as measured by office referral data.

Strategy 1:

Mentorship Programs - Pierce will offer mentorship programs for students who struggle behaviorally and/or academically, in addition to social work and counseling services that are already provided.

Research Cited: Kozminsky, E. & Kozminsky, L. (2003) Improving motivation through dialogue, *Educational Leadership*, 61, 50–54.

Linnenbrink, E. A. & Pintrich, P. R. (2002) Motivation as an enabler for academic success, *School Psychology Review*, 31, 313–327.

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Activity - SOAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentorship program focused on increasing self-esteem and academic ability of at risk boys	Academic Support Program	09/04/2013	06/12/2014	\$4000	Section 31a	SOAR Teachers

Activity - WATCHDOGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentorship program for Dads of students to be involved in the school community	Parent Involvement	08/22/2013	06/12/2014	\$600	Title I Schoolwide	Counselors, principal

Strategy 2:

Positive Academic Support System (PASS) - This schoolwide system will identify students who are struggling academically and offer supports and interventions when academic progress is insufficient. Supports and interventions include before and after school clinics, FOCUS time, mentorship, parental contacts/notification, short-term, consistent check-ins with teachers

Research Cited: Fuchs, D. & Fuchs, L. (2005).

Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents.

Teaching Exceptional Children, 38(1), 57–61.

Activity - Before/After school clinics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional help in areas of need both before and after school	Tutoring	09/04/2013	06/12/2014	\$15000	Title I Schoolwide	Title I Paraprofessionals, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Teachers	Professional Development will be provided for teachers throughout the school year. Internal use of common planning times, department meetings, and staff meetings will be used. Core Leadership Trainers in STAR, Accelerated Reader, and Neo2 will assist teachers during staff meetings and in classrooms throughout year.	Professional Learning	09/04/2013	06/13/2014	\$1000	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth. Teacher-leaders will
Math Facts in a Flash	Students will utilize the MFIAF program through Renaissance to increase their automaticity in mathematical facts.	Technology	09/04/2013	06/12/2014	\$0	Math teachers
Intervention Periods	Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$0	Core teachers, Title I Aides, Administrators, and support staff.

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Accelerated Reading - Daily	During daily Accelerated Reading time, teachers will use personalized reports from Renaissance Enterprise to identify and facilitate interventions. STAR testing will help pinpoint student needs and areas for improvement. Provide reading time during the day in at least one core classroom so teachers can assist students with reading strategies for comprehension and fluency.	Academic Support Program	09/04/2013	06/13/2014	\$35000	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth.
Accelerated Math	Students will utilize the Accelerated Math program through Renaissance Products to increase mathematical fluency	Direct Instruction	09/04/2013	06/12/2014	\$14000	Math Teachers
WATCHDOGS	Mentorship program for Dads of students to be involved in the school community	Parent Involvement	08/22/2013	06/12/2014	\$600	Counselors, principal
Intervention Periods	Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$60000	Core teachers, Title I Aides, Administrators, and support staff.
Teacher PD on Reading Strategies	Reading teacher will engage in professional development opportunities.	Professional Learning	09/04/2013	06/12/2014	\$300	Reading Teacher
Team Planning Time	Team teachers will collaborate regularly to identify/evaluate student achievement in mathematics. Using this data, decisions will be made as to reteaching needs, instructional priorities and intervention/enrichment needs for students.	Evaluation	09/04/2013	06/13/2014	\$0	Math department chair, school improvement team, core teachers.
COMPASS Odyssey Learning	Students will utilize the Compass Math program to increase their math skills	Technology	09/04/2013	06/12/2014	\$4000	Math Teachers
Staff Professional Development Power Writing	Staff will be training in Power Writing techniques and will receive materials and handouts to support their learning	Professional Learning	09/04/2013	06/12/2014	\$500	Language Arts Department Chair, Language Arts department

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Before/After school clinics	Students will receive additional help in areas of need both before and after school	Tutoring	09/04/2013	06/12/2014	\$15000	Title I Paraprofessionals, Teachers
Professional Development Training	Renaissance Leaders (2) will participate in the annual Renaissance Leadership Summit	Professional Learning	09/04/2013	06/12/2014	\$4000	Star Champion, Accelerated Reader Champion
Journal Writing	Students will write in their journal daily during advisory	Direct Instruction	09/04/2013	06/12/2014	\$800	All teachers
Total					\$135200	

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SOAR	Mentorship program focused on increasing self-esteem and academic ability of at risk boys	Academic Support Program	09/04/2013	06/12/2014	\$4000	SOAR Teachers
Intervention Periods	Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$35000	Core teachers, Title I Aides, Administrators, and support staff.
Total					\$39000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Teachers will work collaboratively to offer strategies and interventions that will benefit students, as well as to assess student progress.	Professional Learning	09/04/2013	06/12/2014	\$0	AR Math teacher, AR writing teacher, T1 Reading teacher, Transitions teacher
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development for Teachers	Professional Development will be provided for teachers throughout the school year. Internal use of common planning times, department meetings, and staff meetings will be used. Core Leadership Trainers in STAR, Accelerated Reader, and Neo2 will assist teachers during staff meetings and in classrooms throughout year.	Professional Learning	09/04/2013	06/13/2014	\$4000	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth. Teacher-leaders wi
Professional Learning Community	Teacher will participate regularly in PLCs with other intervention teachers to discuss strategies and techniques for working with students	Professional Learning	09/04/2013	06/12/2014	\$0	Intervention teachers (reading, writing, math, transitions)
Intervention Periods	Based on student achievement data, students will be placed in homogeneous groups during the intervention period, at least twice per week. During this intervention period, students will receive additional instruction, time, or enrichment activities based on their needs.	Academic Support Program	09/04/2013	06/13/2014	\$75000	Core teachers, Title I Aides, Administrators, and support staff.

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Accelerated Reading - Daily	During daily Accelerated Reading time, teachers will use personalized reports from Renaissance Enterprise to identify and facilitate interventions. STAR testing will help pinpoint student needs and areas for improvement. Provide reading time during the day in at least one core classroom so teachers can assist students with reading strategies for comprehension and fluency.	Academic Support Program	09/04/2013	06/13/2014	\$5000	The building principal and department leaders will verify that initial actions and planning has been conducted. Teachers will monitor student progress throughout the year and data will be collected to verify students are showing growth.
Total					\$84000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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