



School Improvement Plan

John D. Pierce Middle School

Waterford 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?

Pierce Middle School is located in the center of Waterford, which is centrally located within Oakland County. Waterford shares boundaries with Clarkston to the north, West Bloomfield to the south, Walled Lake to the west, and Pontiac to the east. There are 72,000 residents living in Waterford, that are made up, in part, of 85% non-Hispanic whites, 5% African Americans, 2% Asian, and 7% Hispanics, as well as several other ethnic groups. In the last ten years, according to census data, there has been a decrease in the percentage of non-Hispanic whites, and an increase in other ethnic groups, with an overall decrease in township population of about 2,000 residents since 2000. Currently, there are 1200 students enrolled in grades 6-8, and in addition, there will be 2 ASD classrooms, and 1 Therapeutic classroom active within our building as well. Pierce Middle School incorporated several hundred new students from the community in 2010 with the closing of one of the three middle schools in the Township. As the budget from the state has continually decreased, and costs have gone up, the staffing in all departments within the public school system has decreased (many schools have closed within the last ten years). One of the many unique challenges that face Waterford, is the population/demographic change within the last ten years. Servicing the higher end population (there are many large lakes located within Waterford), as well as the "bottom 30%" of the population has uncovered some gaps in our process that are being addressed in current SIP and DIP goals.

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.

Our district vision statement: "Inspire, educate, and empower our students for their future!".

Our SIP annually includes goals that:

1. We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on local, state and national assessments.
2. We will eliminate gaps in student achievement in all demographic areas.
3. We will provide challenging learning experiences for every student every day.

Pierce offers intervention and accelerated courses for all students. Several classes are also offered to our 8th grade students that enable them to earn HS credit in MS. Special education courses, SE intervention courses, as well as ELL (English Language Learners) are found on our daily schedule as we continually look to address our learners with special needs.

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.

Pierce has instituted the common district writing initiative in all content areas, including elective areas. This has shown a marked improvement in overall writing scores in all academic content areas. We have worked diligently on SMART goal creation and achievement within the past several years, and have been successful at hitting the benchmarks chosen by our staff and administration. We continually boast of our elective areas, as they annually attend conferences, contests, and other competitive arenas, and consistently bring home awards of achievement. While utilizing the PLC process, and while utilizing data teams, we have come a long way in the development of a more viable curriculum map, as well as viable summative and formative assessments.

Moving forward, we will continue to keep the aligned viable curriculum, as well as the summative and formative assessments as our vehicle for increased student achievement. We continue to improve on the creation and implementation of SMART goals to use as our measurement for effectiveness in the process as well. Finally, we strive to concentrate on educating the entire child. To do this, we continue to accel at offering top notch extra-curricular activities and groups. We utilize the PBIS system for behavioral and climate improvement, which directly correlates to academic success.

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 Middle School strives to implement newer forms of technology in the classroom, which in turn assist us in achieving our goal of becoming a center for the facilitation of learning, instead of the "old-school" model of direct delivery.

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.

Pierce Middle School utilizes a variety of modes to engage a variety of stakeholders in the development of the improvement plan for the school. For instance, surveys are given out multiple times in the year for different instances, to groups such as parents, students and teachers, to obtain perception and statistical data on achievement, programs, etc. For certain instances, we select parents within the community that do not have students currently enrolled in the schools, however for most instances, we select those parents who currently have students enrolled in Pierce Middle School. Most of the information out to those parents, utilizes online transmissions, such as surveys, text message blasts, etc. For some parents and occasions, meetings are held at a specific location in the district so that multiple schools and their parents can get together to plan and receive pertinent information. We also utilize a PTSA that runs annually, incorporates students and parents, as well as teachers and administration, and which meets monthly.

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

For our perception survey, specifically for this years SIP, we sent it out to all parents and students on multiple occasions, and asked them for their input. We scheduled in school time for computer lab utilization for the completion of the online survey. Their results were collected, analyzed, and used to create SMART goals for the upcoming SIP.

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

We communicate information to stakeholders during a public meeting of the PTSA with parents and students.

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?

Student enrollment is determined and teacher allocations are made accordingly. As enrollment increases, staffing adjustments are made to keep class sizes within desirable levels.

How do student enrollment trends affect staff recruitment?

Staff recruitment is directly correlated to the number of students that are enrolled in our building. The District Central Office decides on the student-teacher ratio for each core subject area, as well as elective areas, and gives that to each building. Each building then makes cuts or additions to current staff numbers based upon that data.

How do student enrollment trends affect budget?

After allocated monies are given to the district, the district decides on how much of the monies are going to be allocated to "people". At that time, they use enrollment data to inform the buildings what allocation of FTE (full time employed) staff that we will have to allocate. It has been the district's practice to keep a desirable ratio of student-teacher, and therefore if the enrollment numbers are higher, other areas in the district are cut more than they would be if the enrollment was dropping.

How do student enrollment trends affect resource allocations?

After allocated monies are given to the district, the district decides on how much of the monies are going to be allocated to "people". At that time, they use enrollment data to inform the buildings what allocation of FTE (full time employed) staff that we will have to allocate. It has been the district's practice to keep a desirable ratio of student-teacher, and therefore if the enrollment numbers are higher, other areas in the district are cut more than they would be if the enrollment was dropping.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment is analyzed by our district and a plan is created that shows where the student allocation will be. Planning for facility use and maintenance is then based upon the frequency of use, based on those numbers.

How do student enrollment trends affect parent/guardian involvement?

Historically, lower SES and lower enrollment numbers have been indicative of lower parent involvement due to many reasons. The increased amounts of these subgroups is directly correlated to lower parent/guardian involvement.

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

Some professional learning is directly correlated to the current enrollment trends, and different subgroups of students are accounted for as we create our district and school improvement goals.

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

Some of our enrollment trends show an increase in lower SES, which has created a change in focus on differentiation and reading and writing goals. We have also increased the amount of support for ELL students (English Language Learners), as we have seen an increased amount of those students in the district.

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

Some of our enrollment trends show an increase in lower SES, which has created a change in focus on differentiation and reading and writing goals. We have also increased the amount of support for ELL students (English Language Learners), as we have seen an increased amount of those students in the district.

What are the challenges you noticed based on student attendance?

The district and county have created and sustained an attendance policy for all students. The district works collaboratively with families and the county to ensure that all roadblocks are taken care of and that students are provided with the most opportunities to continue to attend school.

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

The district and county have created and sustained an attendance policy for all students. The district works collaboratively with families and the county to ensure that all roadblocks are taken care of and that students are provided with the most opportunities to continue to attend school.

Student Achievement Data for All Students

This area includes data questions.

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

In each grade level, students achieve the highest in Reading. The next highest level of achievement is in Writing.

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

Our eighth graders show the highest amount of achievement in Reading, as do our seventh graders. We also currently see a positive trend in 6th grade math over the past three years.

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

Our district was more proficient than the state in the content area of Science (8).

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

We've seen mostly increases in all areas, with minor decreases in 6th grade Reading, Social Studies and 7th grade Math and Writing.

What factors or causes contributed to improved student achievement?

Our all A honor roll over the past few years, has remained constant. Per building data, our top 30% in MEAP scores have stayed the same or dropped in all content areas due to major curricular, as well as testing changes.

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

Our continual focus on student achievement data has allowed us to continue to refocus our course offerings out of the classroom, as well as differentiation and reflection practices within the classroom. We will continue to grow in this area.

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

Our 8th grade Math and Science achievement scores show the lowest levels of achievement.

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

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Our 6th grade Math, Reading and Social Studies show a negative trend in achievement. Our 7th grade Math and Writing show a negative trend in achievement.

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

All areas except for 8th grade Science

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

While most areas show a small increase in the bottom 30% for MEAP achievement scores, there are a significant amount of areas that show a decrease in the presence of low achievement in certain areas.

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

Pierce incorporated several hundred students from the closing of one of the middle schools in Waterford in 2010. In addition, there have been major changes to curriculum K-12 in the past five years.

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

A correlation can be made regarding viable curriculum and accompanying formative and summative assessments.

Furthermore, the increase of several hundred students within Pierce has shown an increase in behavioral concerns, which also directly correlate to student achievement.

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

Pierce is implementing PBIS next year to begin to address and increase the culture within the building.

Regarding curriculum, maps are continually drawn to align the district with other neighboring districts through the help of our local ISD. This aligned curriculum is leading to better assessments, and overall improved formative feedback.

Subgroup Student Achievement

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

Response:

- Asian
- 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:

- African American or Black
- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

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

Math: SWD, LEP, Black,

Science: ED, LEP,

SS: ED,

Writing:

Reading: SWD, ED, LEP, Black

Students With Disabilities

Economically Disadvantaged

Limited English Proficiency

How do you know the achievement gap is closing?*

Analysis of the MEAP achievement data given out by the state, shows detailed information regarding the achievement levels of students.

What other data support the findings?

Within the school, summative assessment data, as well as overall grade performance is used to determine student achievement.

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

An increased focus on differentiation and professional development regarding differentiation and cultural awareness has made a difference in the growth mindsets of staff regarding instructing and assessing different students.

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

By analyzing the data from specific classrooms and content areas specifically surrounding the improved teaching strategies, we were able to confidently correlate the professional development to the increased achievement.

What actions could be taken to continue this positive trend?

Continued professional development and sharing between staff is a must. Additionally, a deeper dive into data and results will guide our "next steps" moving forward.

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

Response:

- Hispanic or Latino

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

Response:

- Hispanic or Latino

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

Reading and Math.

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

Analysis of the MEAP achievement data given out by the state, shows detailed information regarding the achievement levels of students.

What other data support the findings?*

Within the school, summative assessment data, as well as overall grade performance is used to determine student achievement.

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

There has been a significant increase in the Hispanic population in the past few years. While many of the LEP students that we service show great gains in achievement, to which most are Hispanic, we are missing the gap of those students that don't necessarily qualify for LEP services.

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

There has been a significant increase in the Hispanic population in the past few years. While many of the LEP students that we service show great gains in achievement, to which most are Hispanic, we are missing the gap of those students that don't necessarily qualify for LEP services.

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

Increased PD focusing on this population, specifically with those that have language barriers at home and in the school, but don't yet qualify for LEP services will be a focus of our teaching and learning.

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

The LEP students are increasing their achievement, however the Hispanic achievement levels are decreasing.

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.)?

Each year, "child find" is done, by law to ensure that each student with a disability is identified and that services are programmed into their educational plan. In regards to after-school, title 1, etc, students are selected for intervention and assistance programs based on data. For instance, we have an after school program regarding truancy (data is used to select students).

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

Data collected from our internal source (MiSTAR), as well as our online database (ORCA), to identify and analyze data for students. We also utilize teacher observation data, former school (transfer or move up) data, parent and outside professional information to guide our identification process.

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

Each core teacher on our daily schedule offers an intervention and/or extension class as an elective which students are either put into or select on their own. For our 8th graders, several courses are offered through the day which allow them to earn high school credit. These are offered as electives and/or in replacement of a core content area course.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

A course offerings booklet is given out each year to parents, and all schools are visited by staff members of the receiving schools to go over the course offerings booklet, as well as to go over educational development plans for students. Parents are alerted by various mailings, texts, internet webpages, by phone, etc.

Label	Question	Value
	What is the total FTE count of teachers in your school?	55.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	25.0

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

What impact might this data have on student achievement?

The mix of experience levels are utilized at the building level when determining teaching teams and professional learning content areas. Their strengths and weaknesses compensate one another, in a shared atmosphere that allows for maximum relationships to be built, and for

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higher achievement due to teaching strategies.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	332.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	434.0

What impact might this data have on student achievement?

Higher numbers of teacher absences directly correlate to lower student achievement for many factors. Addressing this will have an increased result in student achievement.

Perception Data - Students

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

While a steady result was obtained in all areas, the highest levels of satisfaction in :

1. Purpose and Direction
3. Teaching and Assessing Learning

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

There is no data from previous years to compare to.

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

The areas of lowest performance are:

2. Governance and Leadership
4. Resources and Support Systems

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

No previous years data is available for comparison

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

For the majority of the survey regarding the student results, they appear to get more negative as they get older. This is a direct correlation with higher discipline, and lower testing results (as they get older). I infer that this pattern is evident in the majority of middle schools and junior highs across the state. Internally, the struggle to obtain and maintain a viable curriculum in all content areas has been a reason for low performing students.

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

The district, as well as in building, are working collaboratively, utilizing the PLC process, to maximize the curricular alignment mapping. With that improved and aligned mapping, increased formative assessment, as well as more viable summative assessments, are created to improve student achievement levels.

Perception Data – Parents/Guardians

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

While mostly consistent across all levels, the highest level of satisfaction are in the areas of:

2. Governance and Leadership
3. Teaching and Assessing Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

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

There is no data from previous years to make conclusions regarding trend data.

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

The lowest level of satisfaction was:

1. Purpose and Direction

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

There is no data from previous years to effectively determine trends.

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

More parents tend to get more dissatisfied as their students get older. The most logical cause for this is the lower levels of achievement in the 8th grade. Another possible cause is the trend of parents becoming less engaged in their children's schooling as they get older.

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

Increased communications are the biggest tool we have to maximize parent involvement and participation in their student's academics. We have created school improvement goals to address how incorporating parents in a more meaningful way will lead to higher student engagement and achievement.

Perception Data – Teachers/Staff

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

1. Purpose and Direction
5. Using Results for Continuous Improvement

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

There is no data from previous years to show trends. I would infer that the increased awareness of SMART goals, and the utilization of PLC's has lead to the high satisfaction of the purpose and assessment techniques.

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

3. Teaching and Assessing Learning
4. Resources and Support Services

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

No previous data is available to show trend data.

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

Potential patterns observed are that as experience levels go up among staff, their level of satisfaction improves. Potential causes are that with the experience also gains experience in seeing the deeper purpose of education and educational interventions and curriculum goals.

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.)

Pierce has a Prevention Specialist, funded through a grant, that is in charge of administering and utilizing data from the MiPHY survey. This is given to all of our students annually, and the results are gone over to make improvements to parent communications, and school climate.

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

The district and building utilize professional learning communities to review curriculum annually, and on an ongoing basis. Within the district, there are curriculum coordinators responsible for staff training on upcoming curriculum trends, such as the CCSS. Formative and Summative assessments, and the student results that accompany those assessments, are evaluated at weekly meetings, by teachers and administrators.

What evidence do you have to indicate the extent to which the standards are being implemented?

Our district has sent multiple staff to ongoing trainings, to get ready for the implementation of the CCSS. Tracking of attendance at those meetings, mostly at the local ISD, can be utilized as evidence. Meetings at the district level, led by department heads, are also utilized to guide the implementation of the CCSS.

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	The school covers grades 6-8. Students are tested in the elementary buildings in literacy and mathematics each year.	

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	http://www.waterford.k12.mi.us/reports/Annual_Reports/11-12/Pierce%20MS%20AER%2011-12.pdf	

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

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

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		

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	Karen Pugh, J.D., Executive Director, Human Resources Phone: 248.706.4870 Fax: 248.706.4889	

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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.	No	Parents and other stakeholders are continually asked to contribute and are included in our monthly PTSA meetings involving stakeholders.	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Parents and other stakeholder and continually asked to contribute and are included in our meetings involving stakeholders.	

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No	Parents and other stakeholder and continually asked to contribute and are included in our meetings involving stakeholders.	

2013-2014: School Improvement Plan

Overview

Plan Name

2013-2014: School Improvement Plan

Plan Description

School Improvement Plan for the 2013-2014 School Year

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	Reading Goal	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	Writing Goal	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	Math Goal	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: Reading Goal

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level content reading pre/post test skills in English Language Arts by 06/06/2014 as measured by 80% will improve by 5% on grade level content reading pre/post test skills assessments.

Strategy 1:

Pre-teaching - Preteach tier 2 content-specific vocabulary words

Activity - Use of graphic organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic organizers show information in a visual way and use charts and graphs to help students understand new ideas. Because a good graphic organizer will always ask students to incorporate higher-order thinking, it helps students get beyond the basic who, what, when, where and why of a topic. Graphic organizers encourage students to use their knowledge and predict what might happen next.	Other	09/03/2013	06/06/2014	\$0	General Fund	All staff will be responsible for implementing the usage of graphic organizers in their classroom as teaching activities.

Strategy 2:

Deconstructing and prioritizing - By having students go through a piece of informational text and be able to break down the different components and prioritize them in order of necessity and importance, students will increase comprehension, and overall ability to work through informational texts as a whole.

Activity - Use of coding text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and enhancing long term understanding.	Other	09/03/2013	06/06/2014	\$0	General Fund	all staff in all content areas

Goal 2: Writing Goal

Measurable Objective 1:

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100% of All Students will demonstrate a proficiency on the MEAP analytic rubric for informational writing in English Language Arts by 06/06/2014 as measured by All students will grow by one level in one category on the analytic rubric for informational writing. Eighty percent of students will improve by one level in two categories or two levels in one category..

Strategy 1:

Model writing using different text structures - "Teaching students to recognize common text structures found in expository texts can help students monitor their comprehension. Attempting to identify the text structure early on in the reading of a new text encourages the reader to question how subsequent sections of the text fit into the identified text structure. "

Research Cited: <http://www.nea.org/tools/using-text-structure.html>

Activity - Writing prompts administered and scored each marking period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing prompts administered and scored each marking period. Being able to progress monitor is crucial to student achievement and for planning for instructional delivery.	Other	09/03/2013	06/06/2014	\$0	General Fund	all teachers in all content areas.

Strategy 2:

Create common writing prompts by grade and subject - By selecting common writing prompts among grade levels and subject areas, assessing/scoring will improve as staff will be able to speak to aligning their scoring decisions and guidelines. Feedback will increase from teacher to student with this strategy as well as after talking to one another, teachers will be able to gain information from the writings, identify misconceptions, and give more productive feedback.

Activity - Grade levels creating common writing prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By creating common writing prompts by grade level and subject area, teachers will be able to align their practices, which will lead to better feedback for the students.	Implementation	09/03/2013	06/06/2014	\$0	General Fund	all teachers in all subject areas.

Goal 3: Math Goal

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on contextual and applied problems in Mathematics by 06/06/2014 as measured by teachers will assess accuracy and proficiency on contextual and applied problems in class.

Strategy 1:

Students will keep and develop a list of content specific vocabulary words. - By attempting to prevent students from becoming bogged down in mathematical "lingo", they will be able to focus on the skill at hand, thus increasing their accuracy.

Activity - Teachers will create pre and post assessment tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

John D. Pierce Middle School

To assess students current levels of knowledge, and to better be able to assess growth, pre and post tests will be utilized for data sets. Pre test results are also utilized so that teachers can map out more accurate instructional delivery as well as differentiation strategies.	Other	09/03/2013	06/06/2014	\$0	General Fund	all math teachers
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Strategy 2:

Decoding math problems - By teaching students how to decode math problems, especially with the newly designed assessments from the CCSS, they will better be able to increase their stamina, reduce anxiety, and increase accuracy.

Research Cited: <http://www.insidemathematics.org/index.php/standard-1>

Activity - Develop rubrics for evaluating tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop rubrics and evaluative tasks to better guage student performance, and increase the feedback accuracy for students.	Other	09/03/2013	06/06/2014	\$0	General Fund	math teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop rubrics for evaluating tasks	Teachers will develop rubrics and evaluative tasks to better gauge student performance, and increase the feedback accuracy for students.	Other	09/03/2013	06/06/2014	\$0	math teachers
Use of coding text	Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and enhancing long term understanding.	Other	09/03/2013	06/06/2014	\$0	all staff in all content areas
Use of graphic organizers	Graphic organizers show information in a visual way and use charts and graphs to help students understand new ideas. Because a good graphic organizer will always ask students to incorporate higher-order thinking, it helps students get beyond the basic who, what, when, where and why of a topic. Graphic organizers encourage students to use their knowledge and predict what might happen next.	Other	09/03/2013	06/06/2014	\$0	All staff will be responsible for implementing the usage of graphic organizers in their classroom as teaching activities.
Teachers will create pre and post assessment tasks	To assess students current levels of knowledge, and to better be able to assess growth, pre and post tests will be utilized for data sets. Pre test results are also utilized so that teachers can map out more accurate instructional delivery as well as differentiation strategies.	Other	09/03/2013	06/06/2014	\$0	all math teachers
Grade levels creating common writing prompts	By creating common writing prompts by grade level and subject area, teachers will be able to align their practices, which will lead to better feedback for the students.	Implementation	09/03/2013	06/06/2014	\$0	all teachers in all subject areas.
Writing prompts administered and scored each marking period	Writing prompts administered and scored each marking period. Being able to progress monitor is crucial to student achievement and for planning for instructional delivery.	Other	09/03/2013	06/06/2014	\$0	all teachers in all content areas.
Total					\$0	