

IMPROVEMENT PLAN: Brownell

DISTRICT GOAL AREA Student Achievement

SCHOOL OBJECTIVE Improving GP Writing Scores

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.

Evidences of Success in Improvement

Key Performance Indicators/Performance Targets that point to success at year-end review.

- Results of Spring 2009 GP writing test (percentage of all students achieving Satisfactory - level 4 or higher)
Grade 6: 75%
Grade 7: 63%
Grade 8: 64%
- Percentage of males achieving a satisfactory score of a level 4 or higher:
Grade 6: 69%
Grade 7: 52%
Grade 8: 49%

- Increase the total number of students achieving a satisfactory score on the GP writing test at each grade level.
Grade 6: 75% to 80% (now in 7th grade)
Grade 7: 63% to 80% (now in 8th grade)
- Increase the number of male students achieving a satisfactory score on the GP writing test over the next two school years.
Grade 6: 69% to 80% (5.5% increase each year)
Grade 7: 52% to 80% (28% increase this school year)
- Increase the number of opportunities for students to write stories using the approved GP writing prompts.
- Increase student and teacher opportunities to review writing criteria for the purpose of achieving satisfactory scores.

School: Brownell Middle School

Goal: Writing Improvement Across the Curriculum - Goal #1

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Writing improvement across the curriculum using SEEK strategy - Statement, Example, Explanation, (K) conclusion	English Department	Time, paper, graphic poster design, music/song to the tune of YMCA	Minimal dollars for posters needed	Fall 2009 through the end of the school year	At the end of each quarter	Grade level common assessments, GP writing test, written assignments
6 + 1 writing traits across the curriculum	English Department and school improvement committee	Time	Minimal dollars, already have resource materials in the building	Beginning in September and ongoing throughout the school year	Daily throughout the school year	Improved competent and proficient writing using the GP writing rubric
Focus on male students who scored three and lower on the GP writing test	All faculty, with a focus on male teacher mentoring	Time for student/teacher interaction and reflection on writing	None	Beginning in November 2009 and throughout the school year	Quarterly in relation to report card marking periods	Increased percentage of competent writers using the GP writing test rubric

IMPROVEMENT PLAN - Brownell

DISTRICT GOAL AREA Student Achievement

SCHOOL OBJECTIVE Enhance Academic Support for all students

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.

Evidences of Success in Improvement

Key Performance Indicators/Performance Targets that point to success at year-end review.

- The varied readiness and interest levels of students. (Cognitive and emotional needs not being met for all students)
- 10% of the entire student population are not earning grades in core classes that correlate to ability.
- The number of students being referred for S3 meetings, social worker, and cognitive testing has increased each year for the past three years.

- Differentiate instruction based upon readiness, interest levels, and learning styles of each student. (common assessments, electives, academic challenge and rigor for all students)
- Provide additional cognitive and emotional support for all students. Variety of courses offered for struggling and gifted learners.
- Improve learning opportunities for all students through flexible course offerings.
- Compare individual student achievement before and after course adjustments.

School: Brownell

Goal: Enhance Academic Support for All Students - Goal #2

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Generate data per Improvement Plan	Chris Clark Sharon Halicki	<ul style="list-style-type: none"> • Crystal Reports • Zangle • Pinnacle • NWEA¹ 	None	ASAP	End of 1 st Quarter End of 3 rd Quarter	N/A
Evaluate data generated by Clark et al and share with staff	Clark SIP-SNAP	<ul style="list-style-type: none"> • Reports from Clark-y 	None	TBD	N/A	N/A
Develop survey of staff on how often they used brain-based strategies (i.e. Marcia Tate's list) – Today, in all of your classes...	SIP-SNAP Assessment support from 389 SNAP (Students Needing Alternative Programming)	<ul style="list-style-type: none"> • Scantron font • Time to develop survey • Paper 	Support from 389 to Scantron data NOT subs (Time during staff development days)	2 nd Quarter	3 rd and 4 th Quarter	(See below)

¹ See previous footnote

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Develop survey of students on how often they experience brain-based strategies (i.e. Marcia Tate's list) – Today, in all of your classes...	SIP-SNAP Assessment support from 389	<ul style="list-style-type: none"> • Scantron font • Time to develop survey • Paper 	Support from 389 to Scantron data NOT subs (Time during staff development days)	2 nd Quarter	3 rd and 4 th Quarter	(See below)
Implement teacher survey	SIP-SNAP group	Time to assess information	Support from 389 to Scantron data NOT subs (Time during staff development days)	3 rd & 4 th Quarter	TBD – One day each quarter	Increase in teacher-reported use of a VARIETY of brain-based strategies
Implement student survey	SIP-SNAP group	Time to assess information	Support from 389 to Scantron data NOT subs (Time during staff development days)	3 rd & 4 th Quarter	TBD – One day each quarter	Increase in student-reported use of a VARIETY brain-based strategies
Revise current mentoring program	Mike Dib, current mentor/mentee group, SIP-SNAP	Time to brainstorm and re-evaluate	None	ASAP	TBD	Improvement in mentees in target area identified
Identify existing tool to help students assess their learning styles	Todd Whitefleet	Tech time	None	Current	1 st Quarter (Future Years) 3 rd Quarter (2010)	Student learning style inventory

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Consider developing alternative Homework Help, Zero Hour	SIP-SNAP Mike Dib	Time to discuss	EPED	September 2009	monthly	Increased (lowered) work habits numbers for affected students – NOT all SNAPs

IMPROVEMENT PLAN - Brownell

DISTRICT GOAL AREA Student Responsibility/Achievement

SCHOOL OBJECTIVE Improve Student Accountability

Evidences of Need

Key Performance Indicators that show a need to spend time, energy, and resources on this particular objective.

- 65% of all students in grades 6-8 use their planner on a consistent basis.
- 60% of all students use teacher web pages to obtain pertinent information from a computer outside of the school.
- 95% of all students report to class on time for each of their six periods and Advisory class.

Evidences of Success in Improvement

Key Performance Indicators/Performance Targets that point to success at year-end review.

- 100% of all students in grades 6-8 will use their planners for the purpose of recording, organizing, and prioritizing homework and assignments.
- 100% of all students will use teacher web pages outside of school for the purpose of assignment clarity and expectations.
- 99% of all students will not be tardy for their six classes and Advisory.
- Increasing the use of planners, teacher web pages, and on-time attendance will improve student achievement up to 10% on standardized tests and teacher assessments.

P.R.E.P. SHEET

Personal Responsibility Education Plan

NAME:

DATE:

HOUR:

I am not prepared for class because I do not have

- MATERIALS**
- HOMEWORK**
- ASSIGNMENT**

Identify specific item _____

The reason that I don't have this is because

My solution for today is to _____

(Returning to your locker **may** result in a tardy)

To make sure that this does not happen again

I will _____

OPTIONAL: Something else you should know is

P.R.E.P. SHEET

Personal Responsibility Education Plan

NAME:

DATE:

HOUR:

I am not prepared for class because I do not have

- MATERIALS**
- HOMEWORK**
- ASSIGNMENT**

Identify specific item _____

The reason that I don't have this is because

My solution for today is to _____

(Returning to your locker **may** result in a tardy)

To make sure that this does not happen again I

will _____

OPTIONAL: Something else you should know is

STEPS FOR

SUCCESS



👣 Check classroom assignment list

👣 Use your planner—record it

👣 Check teacher's website

👣 Call a study buddy

👣 Review notes and ask for help

👣 Check your grades on Pinnacle

Teacher's list

- Use accountability sheet
- List homework assignments on the board.
- Keep website up to date
- Set up study buddies in your class
- Encourage Planner usage
- Planner Pop checks

NOTES

To show a decrease in the number in 3-5 in work habits, we are using these techniques to hold students accountable for their behaviors as they pertain to preparation and completion.

1st quarter 08-09 students 3's or higher in work habits = 498

Other tools available:

Homework help

Teacher assistance time

Academic assistance

Zero hour