

IMPROVEMENT PLAN FOR: **Pierce Middle School** **2009-2010**

DISTRICT GOAL AREA: Provide a sense of security and belonging for each student to enhance academic achievement.

SCHOOL OBJECTIVE: To improve school climate through the implementation of a school-wide Positive Behavior Support (PBS) program.

Evidences of Need

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

- Staff survey data indicated 3% of teachers felt that “expected student behaviors are rewarded regularly in classrooms.”
- An analysis of student disciplinary data showed 114 students were assigned disciplinary consequences for disruptive behavior in 2008-2009. Of these students, 31% were “repeat offenders” and were referred to the office for subsequent offenses involving disruptive behavior.
- Analysis of the same data indicates that 43 students were assigned disciplinary consequences for disrespectful behavior in 2008-2009. Of these students, 6 were referred on subsequent disrespectful behaviors.
- For all offenses including tardies, 113 students were referred for disciplinary interventions five or more times throughout the year.
- Staff survey data revealed that 18% of teachers felt that a “simple process exists for teachers to request and receive assistance for individual students with more significant behavior problems.”
- Staff survey data revealed that 31% of teachers felt that, “specific positive behavior expectations have been defined for all classroom settings.”

Evidences of Success in Improvement

Key performance indicators/performance targets that point to success at year-end review.

- Increased positive student behavior as indicated by the number of students eligible for weekly drawings/commendations and PBS celebrations.
- Decreased rates of student recidivism of infractions involving disrespectful, unsafe or irresponsible behavior.
- The adoption and implementation of a multi-disciplinary team approach to identify and assist students with significant problem behaviors.
- The school-wide adoption and implementation of the PBS behavior matrix that defines behavioral expectations for all school settings.

School: Pierce Middle School 2009-2010

Objective: To improve school climate through the implementation of a school-wide Positive Behavior Support (PBS) program.

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 PBS materials including behavior matrix and instructional materials. Train staff in PBS.	PBS Steering Committee Gary Buslepp Judy Gaffrey	Committee meeting time. Funds for materials. Student data from Zangle. Staff survey results.	\$1800 from RESA Grant	April 2008-May 2010	Committee Meeting Dates: September 14, November 16, December 14, February 1, March 8, April 19, May 10.	Adoption of school-wide behavior matrix
Plan and Implement weekly drawings and PBS celebrations	PBS Rewards and incentives committee	Committee meeting time. Funds for gift cards, celebrations, etc.	\$2200 from RESA Grant	September 2009-May 2010	Committee Meeting Dates: September 14, November 16, December 14, February 1, March 8, April 19, May 10.	Increasing percentage of students eligible for participation in weekly drawings and celebrations
Identify students with repeat offenses for PBS Tier II and Tier III interventions. Implement interventions	PBS Office Discipline Referral committee Gary Buslepp Judy Gaffrey	Committee meeting time. Student data from Zangle		September 2009-May 2010	Committee Meeting Dates: September 14, November 16, December 14, February 1, March 8, April 19, May 10.	Decrease in the rate of student recidivism of disruptive, unsafe or disrespectful behaviors
Evaluate Program Effectiveness	PBS Program Effectiveness Committee Gary Buslepp Judy Gaffrey	Committee meeting time. Student data from Zangle		September 2009-May 2010	Committee Meeting Dates: September 14, November 16, December 14, February 1, March 8, April 19, May 10. Additional meetings as needed.	Decrease in the percentage of students being referred to the office for disciplinary consequences. Increase in instructional time Improvement in school climate.

IMPROVEMENT PLAN FOR: Pierce Middle School 2009-2010

DISTRICT GOAL AREA: Improve student learning in Math as evidenced by an increase in score on district and state assessment.

SCHOOL OBJECTIVE: Students will improve their ability to add, subtract and multiply simple algebraic expressions of the first degree and justify using properties of real numbers. (Chosen during Staff Development in May of 2009)

Evidences of Need

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

- Upon the review of 2008 MEAP item analysis, 31% of Pierce 8th grade students were proficient on GLCE A.FO.07.12.
- Review of data from common classroom assessments indicated the application of the distributive property and combining of like terms as areas of concern.
- Prior to the 2008-2009 phase-in of GLCE A.F.06., 07, math instruction surrounding the combining of like terms first occurred in 7th grade.

Evidences of Success in Improvement

Key performance indicators/performance targets that point to success at year-end review.

- 60% of Pierce 8th grade students will demonstrate the ability to add, subtract and multiply simple algebraic expressions of the first degree, and justify using properties of real numbers (GLCE A.FO.07.12) as evidenced in the rate of proficiency on the 2010 MEAP.

School: Pierce Middle School **2009-2010**

Objective: Students will improve their ability to add, subtract and multiply simple algebraic expressions of the first degree and justify using properties of real numbers.

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Plan	Monitoring Indicators Indicators that point to Success at end of a strategy
Research grade level appropriate instruction for using properties of real numbers to justify simplifying math expressions.	Pierce math teachers Math Objective Team	Staff Development and Late-Start Monday meeting time.	No Implication *Possible sub costs for release time if needed	9/28, 11/2, 11/3, 11/30, 1/11, 2/22, 3/29, 4/14	Progress reviewed during department meeting reports, staff development reports and review of common assessment results	Increased % of MEAP results and classroom assessments for the above goal. Target percentage increase will be set after reviewing the 2009 MEAP results and stated in the 2010-2011 plan.
Training in the use of specific grade level appropriate instructional strategies targeting GLCE A.FO.07.12.	Pierce Math teachers Math Objective Team	Staff Development and Late Start Monday meeting time.	No Implication	11/3 and 4/14	Administrative observation and teacher feedback at department meetings.	“
The use of document cameras and slates to model student work. On-line instruction.	Pierce Math teachers Math Objective Team	Staff Development and Late Start Monday meeting time.	No Implication	9/3 and 11/3	Administrative observation and teacher feedback at department meetings.	“

IMPROVEMENT PLAN FOR: **Pierce Middle School** **2009-2010**

DISTRICT GOAL AREA: Student Achievement – Improve Writing Skills

SCHOOL OBJECTIVE: Effective use of school-wide teacher strategies resulting in writing gains on district assessment (GPWA). (Developed in May 2009-Intended to be a three year plan)

Evidences of Need

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

- In '07/'08, 65% of 6th grade Grosse Pointe Writing Assessment (GPWA) results were satisfactory or above (4.38 ave). In '08/'09, 60% were satisfactory or above (4.30 ave).
- In '07/'08, 50% of 7th grade GPWA results were satisfactory or above (3.81 ave). In '08/'09, 58% were satisfactory or above (4.00).
- In '07/'08, 65% of 8th grade GPWA results were satisfactory or above (3.97 ave). In '08-'09, 71% were satisfactory or above (4.35 ave).
- Students receiving GPWA scores of 4 or higher have been meeting state standards in the MEAP near a 90% rate..
- '09 MEAP data reflect a need to apply a variety of pre-writing strategies for both narrative and informational writing (W.PR.05/06/07.02).
- '09 MEAP data reflect a need to exhibit personal style and voice to enhance the written message in both narrative and informational writing (W.PS.05/06/07.01)
- '08 and '09 MEAP data reflect a need for writing to include details and examples to adequately develop ideas and content.

Evidences of Success in Improvement

Key performance indicators/performance targets that lead to success at year-end review.

- By emphasizing a diverse approach to writing instruction (to meet the needs of all students), GPWA scores will show a 10%-12% gain at each grade level from the 2009 GPWA data.
- Implementation of observable and measurable teaching strategies in all core and elective areas will strengthen and support writing instruction and student scores on the GPWA.
- A *Writing Objective* team will present research based teaching strategies during staff development (11/3/09) that focus on details and examples to adequately develop written ideas and content.
- The *Writing Objective* team will present/submit the most important part of their strategy that can be adapted by all teachers and implemented in their curriculum. All strategies will be accessible by teachers via an electronic shared file.
- All students will apply a variety of pre-writing strategies that include organizational patterns to support ideas in order to improve their writing.
- Year end review/results will be available in the fall of 2010 when GPWA results are made available.

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Objective: Effective use of school-wide teacher strategies resulting in writing gains on district assessment (GPWA).

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>
Implementation of pre-writing strategies for both informational and narrative writing.	<i>Writing Objective Team</i> Taught and All Teachers Implement.	Staff Development and Monthly Late-Start Monday School Improvement Period	None	Late Start Monday 9/28, 11/2, 11/30, 1/11, 2/22, 3/29, 4/14 Staff Development 11/3 and 5/14	Strategies are implemented from 11/5/09 to 5/7/10 with results shared at department meetings and on feedback forms by 5/14/10.	The strategy includes criteria that allow teacher and student to measure student performance and monitor the effectiveness of the strategy used.
Strategy will emphasize personal style and voice to enhance the written message in narrative and informational writing.	All teachers					
Strategy will emphasize details and examples that are needed to adequately develop ideas and content.	All teachers					