

Still Middle School

School Improvement Plan

2008-09 School Year

School Improvement Planning Team Members: Jennifer Nonnemacher, Principal; Scott Dart, Assistant Principal; Valarie Humphrey, Assistant Principal; Mike Duttut, Science Teacher; Sharon Kennedy, Science Teacher; Patrick Raleigh, Math Teacher; Jake Rebus, School Psychologist; Joan Sokolowski, Student Services Coordinator; Molly Williams, Reading Specialist

School Improvement Overview:

As reflected in the Illinois State Board of Education's *2008 Adequate Yearly Progress Status Report*, all Still Middle School students met adequate yearly progress (AYP) in mathematics, and all sub-groups except our IEP sub-group met state standards in reading as measured by the ISAT/IAA standardized test taken in March of 2008. In comparison with 2007 ISAT data, Still Middle School students, in most sub-group areas, either maintained or showed an increased achievement in 2008 in both mathematics and reading with one exception in the IEP sub-group in mathematics. Data strongly indicates that the achievement gaps among our sub-groups need to be an area of focus and remedy in our school improvement initiatives.

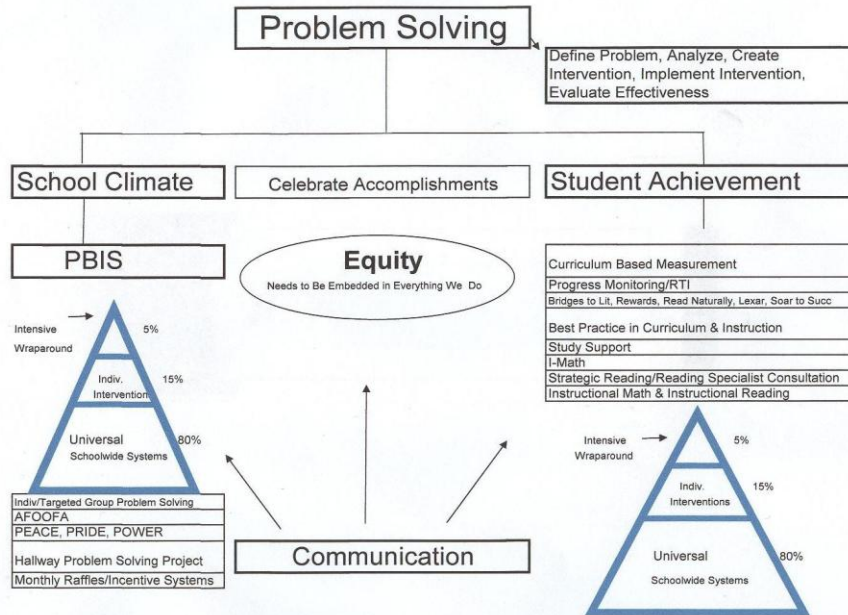
Recognizing the direct correlation between student achievement and a positive school climate, school wide efforts are also being continued to improve school climate in order to support student learning. Within the past two school years, SWIS data indicates a 47% decrease in student disciplinary referrals overall. Our focus for the 2008-09 school year is to continue to decrease student disciplinary referrals by targeting the behavioral areas of disrespect and non-compliance. The expected outcome is that the class time in which students are actively engaged in learning will be increased as a result our focus in this area.

Our 2008 ISAT/IAA data along with the comparison of curriculum-based measurement (CBM) benchmark and progress monitoring data will be used to determine longitudinal success of current endeavors and to plan for future school improvement activities. Commensurate with the *No Child Left Behind* (NCLB) initiatives, math and literacy will be continued areas of emphasis using our three-tier, *Problem Solving Model*. This model has become an integral process in helping to improve student achievement among our students. Aggressive goals and a well defined plan of action have been established to promote our need to increase student achievement in our sub-group areas and overall. Our School Improvement Planning Team is dedicated to monitoring the integrity of the plan's implementation and effectiveness through monthly accountability meetings. Our areas of focus for 2008-09 will be on improving our overall knowledge and implementation of research-based instructional strategies, planning and implementing prescriptive programming with research-based interventions for our students who are not meeting State Learning Standards, and providing the staff and students the training, skills, and resources necessary to continually cultivate a school climate that is conducive to continuous school improvement.

Professional

Learning

Communities



Created by... Dart, Humphrey, Nonnemacher (July 2008)

Still Middle School ISAT/IAA Data 2006-2008

ISAT/IAA Reading

Sub-Group	2006	2007	2008
ALL	82.8%	85%	86.1%
White	87%	90%	92.5%
Black	76%	68%	66.5%
Hispanic	76%	80%	80.8%
Asian	91%	92%	94%
IEP	41%	48%	46.5%
FRL	61%	67%	65.7%

ISAT/IAA Math

Sub-Group	2006	2007	2008
ALL	85.6%	87%	87.4%
White	92%	92%	92.6%
Black	65%	70%	68.3%
Hispanic	75%	81%	83.4%
Asian	93%	94%	95.5%
IEP	48%	57%	49.3%
FRL	57%	65%	66.9%

ISAT/IAA Writing

Sub-Group	2006	2007 (8th Grade Only)	2008 (6th & 8th Grade Only)
ALL	NA	74% (8 th Grade Only)	76%
White			77%
Black			61.3%
Hispanic			70%
Asian			89.7%
IEP			31.6%
FRL			65.9%

**Still Middle School
Enrollment and Demographic Data**

	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	1094	1141	1150	1137	1143
% White	60.5	59.3	56.0	54.1	49
% Black	17.0	15.8	16.3	16.8	18.4
% Hispanic	11.1	11.7	12.3	13.7	16
% Asian/Pacific Islander	10.8	10.2	11.4	11.0	12.3
% Native American	0.6	0.3			
% Multi Racial			3.6	4.1	3.9
Low Income rate	7.8	13.1	15.7	17.7	15.9
Limited English Proficient Rate	5.6	4.9	2.6	3.3	3.7
Chronic Truancy Rate	0.2	0.2	0.2	0.2	0.2
Mobility Rate	15.0	12.2	9.7	7.1	7.5
Attendance Rate	95.1	94.5	95.0	95.0	94.8
% Parent Contact	100.0	100.0	100.0	100.0	100.0
Average class size grade 6	28.1	26.4	28.4	24.4	26
Average class size grade 7			26.3	26.2	26.4
Average class size grade 8	32.1	28.8	32.8	22.1	23.2
Minutes per day teaching reading	87	87	87	87	87
Minutes per day teaching math	44	44	44	44	44

School Improvement Areas of Focus 2008-09

Goal 1 On a school-wide basis, increase total student achievement in the areas of reading, math, science, and writing by at least 5% as measured by the 2009 ISAT/IAA and monitored by 2008-09 CBM and other benchmark data.

Action Steps	Person(s) Responsible	Systems Utilized	Evidence Source
Enhance staff understanding of research-based instructional strategies and the relationship between research-based instructional practices and culturally responsive pedagogy.	Administration, E-Team	<ul style="list-style-type: none"> ◆ Planning ◆ Pedagogy ◆ Curriculum ◆ Assessment ◆ Professional Development 	Define Strategies, Discuss Research, & Align Examples of Research Based Instructional Strategies
Continue to facilitate school-wide implementation of the QAR (Question, Answer,	Reading Specialists, Teachers	<ul style="list-style-type: none"> ◆ Planning ◆ Pedagogy ◆ Curriculum ◆ Assessment 	Building Articulation Day Activities, Formative

Response) strategy.		<ul style="list-style-type: none"> ◆ Professional Development 	Observation, PLC Discussion
Introduce school-wide implementation of student metacognitive strategies as complimentary strategies to QAR.	Reading Specialists, Teachers	<ul style="list-style-type: none"> ◆ Planning ◆ Pedagogy ◆ Curriculum ◆ Assessment ◆ Professional Development 	Building Articulation Day Activities, Formative Observation, PLC Discussion
Begin training for implementation of the “Unit Organizer” as a comprehensive research-based strategy to provide consistency of instructional practices for students.	Leighton Helwig, Trainer Teachers	<ul style="list-style-type: none"> ◆ Planning ◆ Pedagogy ◆ Curriculum ◆ Assessment ◆ Professional Development 	October 15 th Training for Exploratory Teachers-With Follow-Up Coaching

Goal 2 Increase student achievement in the areas of reading & math in the IEP, FRL, African American, and Hispanic sub-groups by 20% (or at least 7.5% for Safe Harbor) in each sub-group as measured by 2009 ISAT/IAA and monitored by 2008-09 benchmarking & progress monitoring data.

Action Steps	Person(s) Responsible	Systems Utilized	Evidence Source
<p>Increase the depth of data analysis for students in the SPED, FRL, AA, and Hispanic sub-groups and identify the commonalities among the sub-groups.</p>	<p>Problem Solving Steering Committee & Core and Encore Teams</p>	<ul style="list-style-type: none"> ◆ Curriculum/Interventions ◆ Planning ◆ Assessment ◆ Pedagogy 	<p>Review Data of Students in Sub-Groups & Determine Appropriate Interventions/Implement Quarterly Data Reviews</p>
<p>Specifically target SPED, FRL, AA, and Hispanic students whose data indicates that they are in the “yellow” zone. Develop prescriptive programming from a menu of resources in order to move those students from “yellow” to “green”.</p>	<p>All Teachers, Support Facilitators, Reading Specialists, Student Services, Teaching Assistants, Administration</p>	<ul style="list-style-type: none"> ◆ Curriculum/Interventions ◆ Planning ◆ Assessment ◆ Pedagogy 	<p>Review Data of Students in Sub-Groups & Determine Appropriate Interventions/Implement Quarterly Data Reviews</p>
<p>Specifically target SPED, FRL, AA, and Hispanic students whose data indicates that they are in the “red” zone. Develop prescriptive programming from a menu of resources</p>	<p>All Teachers, Support Facilitators, Reading Specialist Student Services, Teaching Assistants, Administration</p>	<ul style="list-style-type: none"> ◆ Curriculum/Interventions ◆ Planning ◆ Assessment ◆ Pedagogy 	<p>Review Data of Students in Sub-Groups & Determine Appropriate Interventions/Implement Quarterly Data Reviews</p>

in order to move those students from "red" to "yellow".			
Implement a researched-based, comprehensive math intervention curriculum for identified 6 th graders during their Connections time.	Math Specialist, 6 th Grade Math Teachers, Support Facilitators	<ul style="list-style-type: none"> ◆ Curriculum/Interventions ◆ Planning ◆ Assessment ◆ Pedagogy 	Ongoing Problem Solving in Math PLC w/Math Specialist & Principal
Implement a two-week "Jump-Start" Math Program for Identified 6 th Graders prior to the start of the School Year	Math Teacher, District Math Coordinator	<ul style="list-style-type: none"> ◆ Curriculum/Interventions ◆ Planning ◆ Assessment ◆ Pedagogy 	Program Implemented in August-Ongoing Data Tracking of Students Who Participated

Goal 3 Continue to cultivate a school climate that is conducive to continuous school improvement by proactively working to reduce the number of classroom disciplinary referrals and detentions in the areas of disrespect and non-compliance by 20% as measured by 2008-09 SWIS Data.

Action Steps	Person(s) Responsible	Systems Utilized	Evidence Source
Develop & Implement An Increased Number of Proactive and Reactive Strategies for	Problem Solving Steering Committee & Student Services,	<ul style="list-style-type: none"> ◆ Professional Development ◆ Planning ◆ Assessment/Measurement ◆ Pedagogy 	Completed by 9/15/08 for Team Resource

Behavioral Issues (Sprick Training)	Teachers, Support Staff		Binders
Implement a School-Wide Emphasis On All Behavioral and Academic Expectations Being <u>Instructional</u> Rather Than <u>Assumed</u>	Administration, PBIS Steering Committee, All Staff	<ul style="list-style-type: none"> ◆ Professional Development ◆ Planning ◆ Assessment/Measurement ◆ Pedagogy 	“Social Skill of the Month” Lessons Developed & Implemented each Month
Increase Student Reflection (including Replacement Behaviors) on Behavioral Issues via FLEX Group & Behavior Support Plan Reviews	Administration, School Resource Officer, Student Services, Support Teachers, Core Teacher Reps., Students	<ul style="list-style-type: none"> ◆ Professional Development ◆ Planning ◆ Assessment/Measurement ◆ Pedagogy 	Quarterly BSP Reviews & FLEX Mtgs with Students
Implement Recreational Therapy Class for Students Identified As Needing Specialized Skill Development In Problem Solving, Team Building, and Conflict Resolution	Kevin Cox, Lead Jake Rebus Mike Treptow	<ul style="list-style-type: none"> ◆ Professional Development ◆ Planning ◆ Assessment/Measurement ◆ Pedagogy ◆ Curriculum 	Quarterly Data Reviews of Students in the Class

Appendix I

Still Middle School

Interventions, Resources, & Embedded Professional Development

Interventions-A program or strategy specifically put into place to help a student or group of students meet a stated and measurable goal.*

Resources-Any means available that provides information and/or essential supplies or services to meet student needs.*

Embedded Professional Development- Job-embedded Professional Development is learning that occurs as educators engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, study groups and action research.

Embedded Professional Development
<ul style="list-style-type: none">◆ Action Research Using Focus Walks & the Analysis of the Data Collected◆ Professional Learning Community Model-Equity, QAR, Math Improvement, Building Leadership, Grade Level (Curricular & Behavioral)◆ Literacy Coaching Model◆ Tour of Teams◆ Team Planning Time

*For our *Menu of Resources & Interventions*, Please see “Still Middle School Problem-Solving Intervention & Resource List” at the following location on the Still Middle School server.

Appendix II

Data from our Maze-CBM Benchmarking helps us to monitor the overall progress of our students as they move through the school year in the area of reading comprehension. Using this data, we can somewhat predict student success in meeting or exceeding State Learning Standards and provide further evaluation and intervention to individual students when necessary.

