



PARK VIEW MIDDLE SCHOOL



~ HOME OF THE COUGARS ~

SCHOOL IMPROVEMENT PLAN

2011-2012

PARK VIEW MIDDLE SCHOOL

School Improvement Team Summary

Every student will receive an academically rigorous, focused, and productive learning experience, aligned with grade level and grade span expectations during every period, in every classroom, everyday.

MISSION: The mission of Park View Middle School is to create a child-centered, positive learning environment which provides for vast individual differences and allows young people to experience success, gain a positive self-image, and reach high standards within their school and community.

VISION: Park View Middle School is a safe, positive learning environment that develops life-long learners. We provide diverse opportunities through an exploratory and standards-based curriculum. Park View Middle School is a place where home, school, and community come together. We promote a reciprocal partnership that strengthens the bond between school and the community.

GUIDING BELIEFS:

- Quality instruction is the most important influence a school can provide to insure student progress.
- Students can achieve and excel in different ways.
- Schools guide the development of a positive self-image in each student.
- Schools prepare students to enter the world of work with specific marketable skills.
- Students should be exposed to a broad educational program.
- Schools will establish and maintain high academic standards for all students.
- Standardized tests are one measure of student achievement.
- Students, parents, school staff, and the entire community all play a role in educating students.
- Schools will empower students to take responsibility for their own success.
- Everyone deserves to be treated with respect.

PARK VIEW MIDDLE SCHOOL

School Improvement Team Summary (continued)

IMMEDIATE NEEDS:

- Review/Revise logistics of advisory program (implement digital ILPs).
- Continue to improve home/school communication with Aspen.
- Plan Professional Development aligned with Action Plan goals (i.e., Teams will analyze NECAP, STAR, and PTS3 data to provide targeted interventions).
- Implement state-mandated Response to Intervention (RTI) program
- Implementation of Odyssey Program (credit recovery) and Solo 6 program.
- Update sections (5&6) of the Park View Middle School Policy Book.
- Continue improvement of the physical plant.

New England Common Assessment Program (NECAP) data reports the number of students meeting proficiency in the following areas: writing, reading, and mathematics at all grade level, and science at the eighth grade level (Spring). Currently, our scores are as follows:

- In the area of reading, **75%** of beginning 7th grade students in '10-'11 scored at the proficient or proficient with distinction level.
- In the area of reading, **77%** of beginning 8th grade students in '10-'11 scored at the proficient or proficient with distinction level.

- In the area of mathematics, **53%** of beginning 7th grade students in '10-'11 scored at the proficient or proficient with distinction level.
- In the area of mathematics, **45%** of beginning 8th grade students in '10-'11 scored at the proficient or proficient with distinction level.

- In the area of writing, **64%** of beginning 8th grade students in '10-'11 scored at the proficient or proficient with distinction level.

- In the area of science, **27%** of 8th grade students in 2010 scored at the proficient or proficient with distinction level.

State mandates require a 3% increase yearly in the above scores.

As a result, the school improvement team created a detailed action plan to increase the percentages of students meeting proficiency.

PARK VIEW MIDDLE SCHOOL

School Improvement Team Summary (continued)

DESIGNED INITIATIVES

IMPROVING STUDENT ACHIEVEMENT:

- Emphasis on analysis & interpretation of informational text across all content areas.
- Teach and expect students to provide textual support in all writing across all content areas.
- Emphasis placed on vocabulary acquisition and development across all content areas.
- Language skills development including conventions and the command of structure of sentences, paragraph, and text.
- Problem solving and math skills development.

SCHOOL CULTURE:

- Review/Revise student advisory program (Scope & Sequence / Curriculum)
- The use of the Developmental Guidance Curriculum directed through the guidance department and ILP's.
- Increase home school communication (Aspen).
- Assess protection and security of the building.

CURRICULUM DEVELOPMENT:

- Implementation of Common Tasks to coordinate curriculum alignment and expectations.
- Implement common rubrics for all frequent writing assignments (Reflections and written response rubrics based on NECAP rubrics).

Action Plan - Reading

Target: Increase reading proficiency by 3% for students scoring below proficiency on NECAP assessment.

Result Statement: All students will demonstrate proficiency in the ability to read and comprehend grade-appropriate text. All students will be able to analyze and interpret literary and informational texts. All students will use a range of vocabulary strategies to include a wide variety of texts.

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/ Reporting to Families and Community:
<p>Students will be aware of and understand the language and expectations embodied in the GLE's</p> <p>All students will utilize reading strategies in order to improve weak areas (GLE's: Vocab., Initial Interpretation of Text & Analysis of Informational Text) flagged by NECAP.</p> <p>Students will fulfill National Standard of reading 25 books or book equivalents per year through teacher-guided lessons and independent reading.</p> <p>All teams will expect and enforce that an independent reading book is with students at all times.</p>	<p>Teachers will be aware of and understand the expectations embodied in the GLE's.</p> <p>Teachers will embed and teach reading strategies in their lessons/units tied to their grade level GLE's.</p> <p>Teachers will review STAR results and share NECAP data (including using release test items), plan, and implement reading instructional strategies within content areas.</p>	<p>Student's ability to meet GLE's will be assessed periodically using district-wide Common Tasks relative to grade level and STAR testing.</p> <p>Common Task results will be analyzed and instruction adjusted so that all students achieve successful results on the Common Tasks.</p> <p>Simple oral comprehension questions, debates and discussions, projects and written assessments upon the completion of each reading can be employed to monitor progress.</p> <p>Test for mastery after each specific skill is taught, assessing small manageable amounts of information at a time.</p>	<p>Team teachers will collaborate during common planning time to: Align curriculum with GLE's, identify areas of weakness across the team in GLE's, develop cross-content strategies to meet GLE's and determine an appropriate schedule for Assessments/Common Tasks to progress monitor.</p> <p>Teachers, including UAs, will use resources from Reading Specialists library and collaborate with Reading Specialist and English/Language Arts teachers to determine focus for further reading skills development.</p> <p>Literacy Specialists will review resources, materials and assessments for student placement in reading programs such as Reading 180 and Targeted Reading. Specialists and administrators will collaborate to schedule literacy classes.</p>	<p>District will provide materials & PD to align curriculum with GLE's.</p> <p>District will provide teachers with the opportunity to take part in writing the Common Tasks to be implemented at this grade level.</p> <p>District will identify for teachers which GLE's will be assessed on each Common Task and will provide teachers with CTs for each quarter.</p> <p>District will provide PD on cross content instructional reading strategies.</p> <p>Parent/Teacher Group (PTPV) Contributions Team Funds Book Fair Revenues</p>	<p>Student /parent accountability will be put in place regarding student's grade on the Common Tasks. (i.e., report card, i-parent,, progress report, sign and return, etc.)</p> <p>NECAP & STAR Assessments Interim In-House Assessments Learning Walks School Report Night</p> <p>Scheduled Periodic Assessments Team Awards Presentations Result Reports on School Notes or Principal's Page Use of Listserv</p> <p>Results discussed with building Principal.</p>

Action Plan - Writing

Target: Increase writing proficiency by 3% for students scoring below proficiency on the NECAP assessment.

Results Statement: All students will be able to construct well-developed paragraphs and essays by showing support for their answers with specific references to literary or informational text while utilizing proper grammar, conventions, and sentence structure.

Changes in student learning behavior:	Changing Instructions:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/ Reporting to Families and Community:
<ul style="list-style-type: none"> Students will be aware of and understand the language and expectations embodied in the writing GLE's. All students will use writing strategies such as graphic organizers and the RAISE strategy in order to improve writing performance in narrative, descriptive, expository, and persuasive writing in order to improve weak areas flagged by NECAP. Students will use the NECAP writing rubric to guide their writing. Students will practice NECAP writing tests using NECAP released items. Students will improve in the areas of grammar, mechanics, and sentence structure. Students will cite evidence from text to support their topic or thesis 	<ul style="list-style-type: none"> Teachers will be aware of and understand the language and expectation in the writing GLE's. All lessons will align with the writing GLE's which will be posted in all classrooms. All teachers will teach and use writing strategies such as graphic organizers and RAISE to improve student writing performance in ALL types of writing in order to improve scores in weak areas flagged by NECAP. Teachers will use NECAP writing rubrics to guide and grade student writing and— Teachers will use NECAP practice tests for guided practice instruction. Teachers will teach and emphasize proper use of grammar, mechanics and sentence structure. All teachers will include short answers and extended responses on tests to encourage and practice quality writing across content areas. All teachers will instruct students to provide textual support in all writing. 	<ul style="list-style-type: none"> Students ability to meet GLE's will be assessed periodically using district-wide Common Tasks relative to grade level. Common Task results will be analyzed and instruction adjusted so that all students achieve proficiency. Use NECAP rubrics to grade essays and monitor progress. All classrooms will have NECAP rubrics posted. Test for mastery after each specific skill is taught, assessing small manageable amounts of information at a time. 	<ul style="list-style-type: none"> Team teacher will align curriculum with writing GLE's across the content area. Teachers will use resources from English, Language Arts teachers and Reading Specialists for assistance in determining focus for further development of writing skills. Team teachers will use common planning time to review student writing samples in order to identify areas of weakness, and plan lessons to target area of weakness. PDI in writing strategies and differentiated instruction and writing expectations. 	<ul style="list-style-type: none"> District will provide materials to align curriculum with GLE's. District will provide teachers with the opportunity to take part in writing the Common Tasks to be implemented at this grade level. District will identify which GLE'S will be assessed on each Common Task for each quarter. District will provide teachers with Common Task for assessment. District/School will provide teachers with Professional Development to be able to participate and undertake the entire GLE alignment/Common Task process. District will provide NECAP scores. 	<ul style="list-style-type: none"> Team reports to Principal Progress reports Report Cards NECAP Scores Common Task data and performance. Parents and students will access grades on line Team monthly online newsletters will be posted on the Parkview website.

Action Plan - Mathematics

Target: Increase math proficiency in N&O, G&M, F&A by 3% for students scoring partial proficiency and little evidence of proficiency on NECAP.

Result Statement: All students will demonstrate problem solving that shows logical reasoning with appropriate explanations that include mathematical notation, diagrams where necessary, and a written explanation. Students use a variety of strategies that are appropriate to the problem. Students will also evaluate the appropriateness of their answers. Technology will be used to avoid computational errors.

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/ Reporting to Families and Community:
<ul style="list-style-type: none"> Students will be familiar with the Math GLEs at each grade level (the 4 BIG topics) and be able to say what GLEs /topics they are working on at any one time. All students will participate in NECAP review for the first quarter. 7th grade students will continue to work on solving problems that require mathematical notation, a diagram, and a written explanation. 	<ul style="list-style-type: none"> 7th grade teachers will begin the school year teaching DSP, GLEs followed by N&O, F&A, and G&M in the fourth quarter. 8th grade teachers will begin the school year teaching G&M GLEs, followed by DSP, N&O and F&A. This will allow us to address our current weaknesses in the G&M GLEs. Teachers will make students aware of which GLE's are being taught on a weekly basis so they become aware of their own learning. What are you learning? Why are you learning it? Is your homework, class work, test, quiz, project and etc good? How do you know it is good? 	<ul style="list-style-type: none"> Teachers will post learning objectives for the week (indicate by topics, ex. GCF; simplify fractions, volume, etc.) Weekly standards based lesson design, plan book evidence at the end of the week. (Show what has been covered). Content teachers will have a chance to meet during monthly department meetings to share common concerns and lessons. Encourage sharing of materials. A section of the library will be designated exclusively for teacher materials. 	<ul style="list-style-type: none"> Content area teachers and administrators will work together to make sure that GLEs are the focus of the classroom instruction. Materials and resources will be located and shared within the building so that all may benefit from the materials (located in the library). Teachers will identify students who are partially proficient and not proficient and work with this these students during Period 1 to help strengthen math skills. Depending on numbers this can be done in collaboration with another teacher on the team (using NECAP released items). 	<ul style="list-style-type: none"> Mathematics GLE Poster posted in math classrooms. Content teacher mentoring Academic team planning PTS3 Math Testing-PDI requested on Data Analysis of the PTS3. 	<ul style="list-style-type: none"> NECAP Assessments. Student Portfolios containing common tasks.

Action Plan - School Culture

Result Statement: All students will benefit from data-driven, researched-based programs that address their physical, social and emotional needs; support student achievement.

Target: Increase student achievement by analyzing collected data with respects to their physical, social, and emotional needs.

<i>Changes in student learning behavior:</i>	<i>Changing Instruction:</i>	<i>Monitoring Progress with Timelines and Adjustments:</i>	<i>Collaboration and Support:</i>	<i>Resources, School and District:</i>	<i>Evaluating Results/Reporting to Families and Community:</i>
<p>Students will actively participate in Student Advisory program and take ownership of organizing and attaining goals.</p> <hr/> <p>Students will make better life and educational decisions by their participation in the comprehensive guidance program. (See informational pamphlet on guidance initiatives)</p> <hr/> <p>Inclusion for Collaborative Team(ESL) will take place in 7th and 8th grade for students in the developing level and above.</p> <hr/> <p>Students & parents will be more familiar with NECAP and the importance and impact these tests have on their future & new graduation requirements.</p> <hr/> <p>Enhanced security measure—buzzer system for front door.</p> <hr/> <p>Substitutes will receive a simple bulleted procedure sheet including TAC procedures, fire drills, shelter in place at time of assignment.</p>	<p>Teachers/administration will continue to design meaningful advisory lessons, ILP activities, WaytogoRI lessons, RIEPS work.</p> <hr/> <p>A scope and sequence of guidance initiatives will be presented at the beginning of the school year (preferably the October faculty meeting).</p> <hr/> <p>Students will receive instruction in the regular education classroom setting with support of a Collaborative (ESL) teacher.</p> <hr/> <p>Kick off rally, administrative incentives for increased performance, etc.</p> <hr/> <p>All members of PVMS community will use buzzer system. Office staff will ensure that all substitutes have procedure sheet and a TAC procedure sheet will be left in TAC room.</p>	<p>Data gathering from surveys. SchoolMax and student performance (Progress Reports, Report Cards, NECAP) will be used as indicators.</p> <hr/> <p>Presentation in early Fall, Mid-Year review after first semester and Final reflection at close of school year will help monitor the program</p> <hr/> <p>Progress Reports and Report Cards will be used to monitor progress and make adjustments.</p> <hr/> <p>Monitoring done through test score results.</p> <hr/> <p>Teacher and substitute feedback regarding procedure sheet. TAC procedure sheet laminated and left in prominent place in TAC room for substitute/faculty use.</p>	<p>District-wide PD needed on RIEPS for middle school use. Additional school based PD needed on WaytogoRI, advisory and ILPs.</p> <hr/> <p>Administration, teams, and guidance counselors will collaborate on scheduling lessons and activities</p> <hr/> <p>Schedules will be aligned so that regular education teachers and Collaborative(ESL) teachers have common planning time.</p> <hr/> <p>Collaboration includes: teams, departments, administration preparing and conveying importance of the testing.</p> <hr/> <p>Inform faculty of new procedure sheet and review procedures at faculty meetings.</p>	<p>Race to the Top</p> <hr/> <p>School-based funding</p> <hr/> <p>School-based funding Grant</p> <hr/> <p>School-based funding Grant</p> <hr/> <p>No funding required.</p>	<p>Surveys, SchoolMax data, teacher evaluations, NECAP</p> <hr/> <p>Discipline referrals, student surveys and transition success will be used to evaluate progress.</p> <hr/> <p>ACCESS Test -student and parent report. CPS ELL Advisory Board and 8th gr. Explorer Team high school transition night—coordinate transition to the high school for ELL’s with administrators, translators, high school reps, team teachers, guidance counselor. Flyers will be sent home to parents. Team and administrators will review ELL Sheltered & Collaborative program to maximize the effectiveness of instruction & transition.</p> <hr/> <p>Administration will review.</p>

Action Plan – Technology

Target: Increase technology usage in the classroom to include individual electronic portfolios in the RIEPS program.

Result Statement: Students will become familiar with their individual electronic portfolio accounts (RIEPS) in the 7th grade and proficient by the 8th grade.

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/ Reporting to Families and Community:
Students will become more proficient with technology use in the classroom to include exposure to electronic portfolios in the 7 th grade and proficiency in the 8 th grade (RIEPS).	Teachers (technology teachers) will facilitate instruction on electronic portfolios (RIEPS) within technology classes with supplementation from other classes.	Progress will be monitored via common tasks that are to be implemented during the 10/11 school year.	Teachers will require professional development in the areas of: electronic portfolios (RIEPS), digital ILP's, <u>grant writing</u> and fund raising common task uploads.	PDI funding, grants, and fundraising.	Proficiency in the electronic portfolio system (RIEPS). Successful common tasks, increased technology use in the classroom.
Proficiency will include student's ability to log on, change their passwords, upload assignments, and complete reflections (RIEPS).	Use some of Period 1 for uploading.	Progress will be monitored via RIEPS uploads and teacher/team requests for Period 1 computer lab time.	Development of a technology team to assist teachers and staff with instruction.	Improve the student to computer ratio from 5:1 to 3:1 through grants and fundraising.	Successful uploads and reflections.
Students will scan and upload their common tasks to their RIEPS account for each of their classes.	Schedule use of computer labs by team during period 1.	Progress will be monitored via RIEPS uploads and teacher/team requests for Period 1 computer lab time.	Addition of Computer Lab Purchase of scanners through E2T2 Funding.	Improve student to computer ratio from 5:1 to 3:1 through grants and fundraising.	Successful uploads.
Use of ASPEN for parent communication and teacher pages.	Teachers will use the parent communication page(s) in ASPEN.	All teachers will be familiar with ASPEN and communicating with parents via ASPEN by the end of the first quarter of 2011-2012 school year.	Train staff for ASPEN before the end of the first quarter of the 2011-2012 school year. Train Parents in ASPEN parent I.S.	PDI funding.	Administration review.

ACTION PLAN - Science

Target: Increase proficiency in science by 3% for students scoring partial proficiency or little evidence of proficiency on NECAP assessment.

Purpose: To increase student achievement in science by aligning curriculum, instruction, and assessment, to the state standards.

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p>All students will have knowledge of the GSE's and understand how the curriculum and their instruction align to these standards.</p> <p>Students will express verbally the GSE they are working on at any given time.</p> <p>Eight grade students will participate in the science NECAP.</p>	<p>Teachers will align their instruction to GSE's. Teachers will translate GLE's to kid-friendly language as they guide instruction.</p> <p>Teachers will align the curriculum to the new scope and sequence adopted by the Dana Center.</p> <p>Teachers will be aware of and understand the expectations embodied in the GSE's.</p> <p>Teachers will meet at scheduled department meetings to discuss curriculum.</p> <p>Teachers will review and share NECAP data (including released items).</p> <p>Teachers will make students aware of which GSE is being addressed on a daily basis, so students become aware of their own learning objectives.</p> <p>Teachers will post GSE's in classrooms.</p>	<p>Weekly GSE-based lesson design, plan book evidence, content teacher meetings, classroom observation, data analysis. Development of interim assessments, and common tasks.</p> <p>Teachers will self monitor and implement the Dana Center scope and sequence.</p> <p>Students ability to meet GSE's will be assessed periodically using district work, common task and grade level materials.</p> <p>Common tasks results will be analyzed and instruction adjusted so that all students have the opportunity to achieve success.</p>	<p>Content-area teachers & administration will work together to align GSE's and instruction and develop common tasks.</p> <p>Teachers will review student needs during team planning.</p> <p>Content area teacher will work together to collect and develop materials and resources for implementation in classroom instruction and to share will colleagues.</p>	<p>Books and materials will be supplied to ensure implementation of the Dana Center Scope and Sequence.</p>	<p>NECAP assessments</p> <p>Progress reports</p> <p>Report Cards</p> <p>I-Parent</p> <p>Common task data and performance</p>

