

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Kilmer Middle School

Cluster II

Douglas Tyson, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Name	Position
Douglas Tyson	Principal
Susan Britton	Assistant Principal
Ronald James	Assistant Principal
Valerie Hardy	Director of Student Services
Heather VanAlstyne	Assessment Coach/ <u>Committee Chair</u>
Brian Herberger	School Based Technology Specialist
Collin Whitt	English Department Chair
Rich Erler	Math Department Chair
Christina Miller	Science Department Chair
Christopher Custis	Social Studies Department Chair
Daniel Hornbecker	Counselor
Dora Yarborough-Howard	Special Education Department Chair
Susanne Ehsani	ESOL Department Chair
Missie Farrace	Foreign Language Department Chair
Mary Layher	Physical Education Department Chair
Kent Schweitzer	Family & Consumer Sciences, Business, Tech Ed Department Chair
Brett Dodson	Fine Arts Department Chair
Margaret Kerfoot	PTA President/Parent

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

• **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

To provide a safe environment which dares each individual to embrace new challenges in a resourceful and collaborative learning community.

SCHOOL—MISSION STATEMENT

To empower staff and students through positive opportunities and quality education

SCHOOL—CORE VALUES/BELIEFS

Students prosper in an environment that is safe and challenging.

When working in a collaborative environment, teachers provide meaningful instruction to individual students.

Quality education is a result of the partnership among students, teachers, parents, and the community.

SPECIAL PROGRAMS

Student Achievement Goal- Academics

- Mathematics Science Technology focus school
- Cougars PAWS (time and support for students and program for students with academic deficiencies)
- Cougars Read
- Collaborative Learning Team focus school
- College Partnership Program
- Cougars Den (After-School Program)
- Kilmer Electronic Progress Reporting System
- Academic Achievement Council (teacher and staff advisory group to the principal)
- Non-fiction writing across the curriculum initiative
- Jumpstart Summer Program (thirty rising 7th graders attended a two-week summer program to help prepare them academically and socially to adjust to middle school)
- Kilmer Middle School Academic Intervention Plan
- Saturday School
- Learning Seminar (specific academic intervention period by subject)
- Planning year for AVID program (to be implemented in 2012)
- Math Counts

Student Achievement Goal- Essential Life Skills

- Cougars ROAR: PBIS (Positive Behavior Interventions and Support)
- Power Team
- Intramurals/Health Fitness Program
- Kilmer Kidz Count (inclusive students with disabilities completing service projects with students without disabilities)
- Community Based Instruction (students with disabilities working in the community)
- Student Assistant Program (helping students with moderate/severe disabilities)
- Inclusion Program (Students with Intellectual Disabilities in GTC core and general elective classes)
- Student Council Advisory (student advisory group to the principal)
- Odyssey of the Mind (problem based learning)
- Junior Achievement Finance Park

Student Achievement Goal- Responsibility to the Community

- Business Partnership with Noblis
- School Counselor Assistant (Student aids at Kilmer Center)
- National Junior Honor Society service hours
- Student Mentoring Program
- Multicultural Parent Night (sponsored by Minority Student Achievement)
- Civics Service Learning Project
- Green Workshops (Environmental Awareness)
- Model United Nations
- Mock Political Election

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

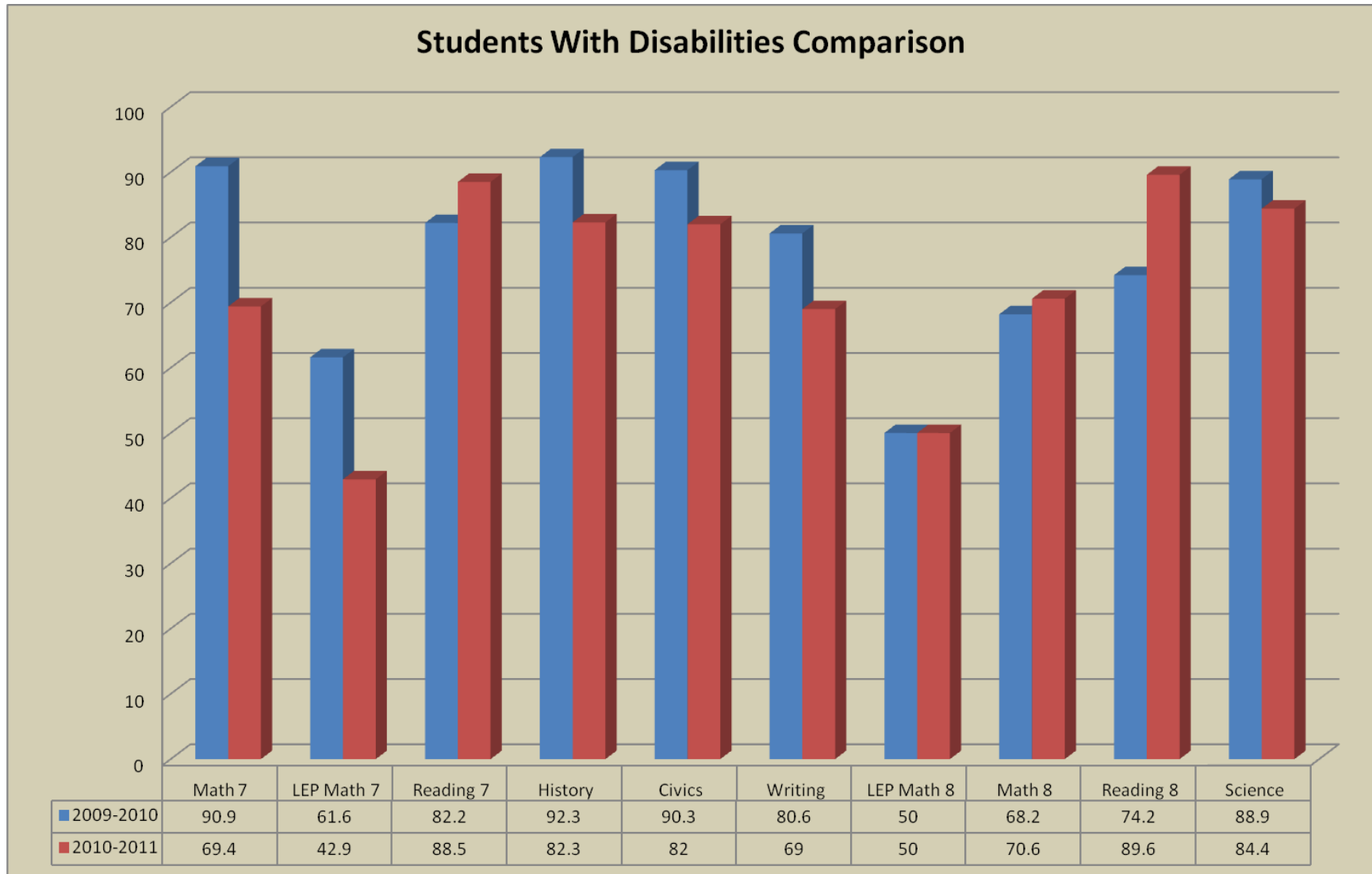
- | | |
|--|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | |
| <input checked="" type="checkbox"/> 1.1.3 Science | <input checked="" type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input checked="" type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

- A) Continue to close the achievement gap, with a focus on students with disabilities, through the use of the Academic Intervention Database, analyzing eCart data to drive instructional decisions, and the continued use of established department/CLT intervention models
- B) Increase student academic achievement in all subject areas by ensuring that students develop effective reading and writing skills through cross-curricular research based instruction

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:



KILMER MIDDLE

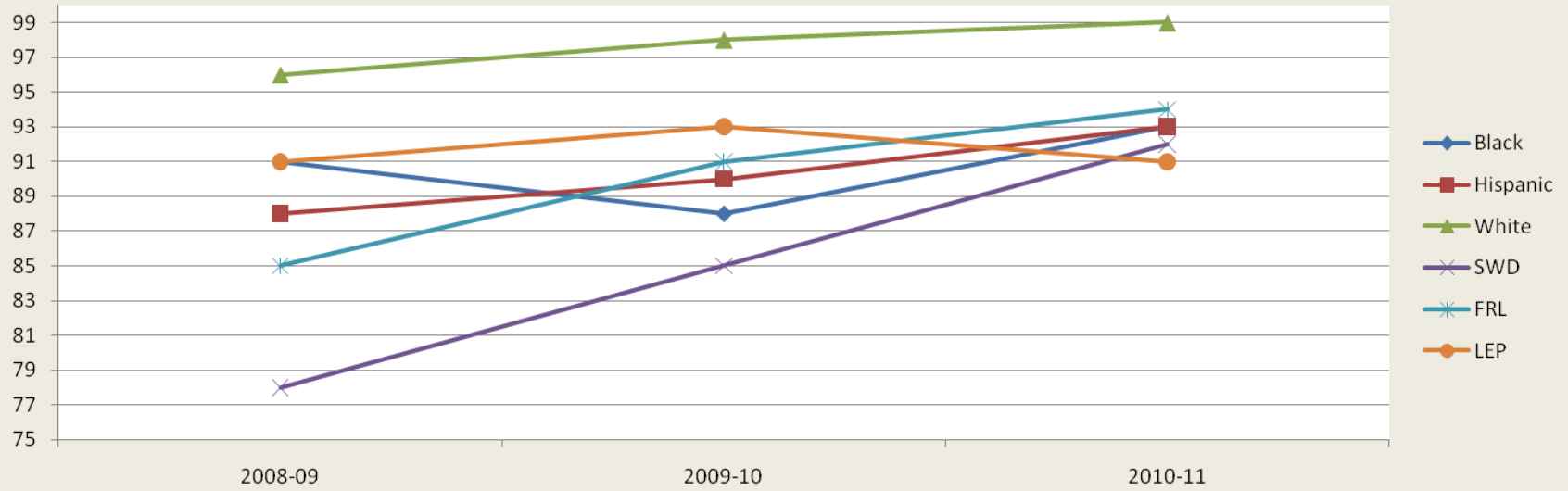
Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				96%
	Black	*	*	*	*
	Hispanic			89%	
	White				97%
	Economically Disadvantaged			89%	
	Students with Disabilities			83%	
	Limited English Proficient			88%	
2009-2010	All Students				97%
	Black	*	*	*	*
	Hispanic			86%	
	White				99%
	Economically Disadvantaged			84%	
	Students with Disabilities			87%	
	Limited English Proficient				92%
2008-2009	All Students				96%
	Black	*	*	*	*
	Hispanic			89%	
	White				97%
	Economically Disadvantaged			88%	
	Students with Disabilities			83%	
	Limited English Proficient				92%
Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				98%
	Black	*	*	*	*
	Hispanic				93%
	White				99%
	Economically Disadvantaged				94%
	Students with Disabilities				92%
	Limited English Proficient				91%
2009-2010	All Students				97%
	Black	*	*	*	*
	Hispanic				90%
	White				98%
	Economically Disadvantaged				91%
	Students with Disabilities			85%	
	Limited English Proficient				93%
2008-2009	All Students				96%
	Black	*	*	*	*
	Hispanic			88%	
	White				96%
	Economically Disadvantaged			85%	
	Students with Disabilities		78%		
	Limited English Proficient				91%

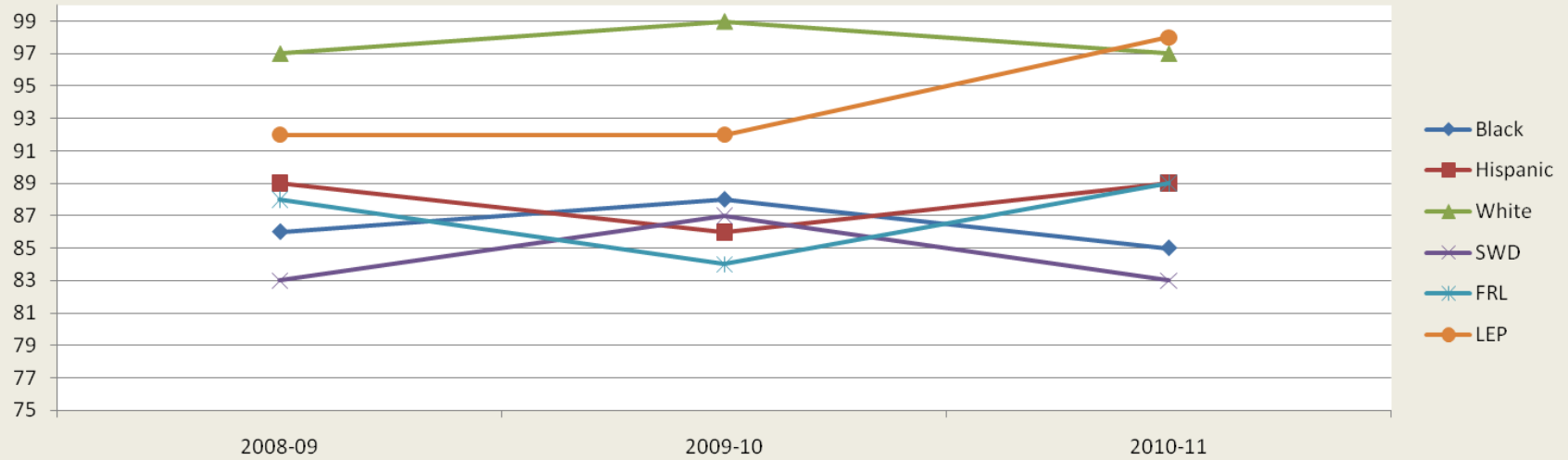
* = Subgroup with less than 50 students
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

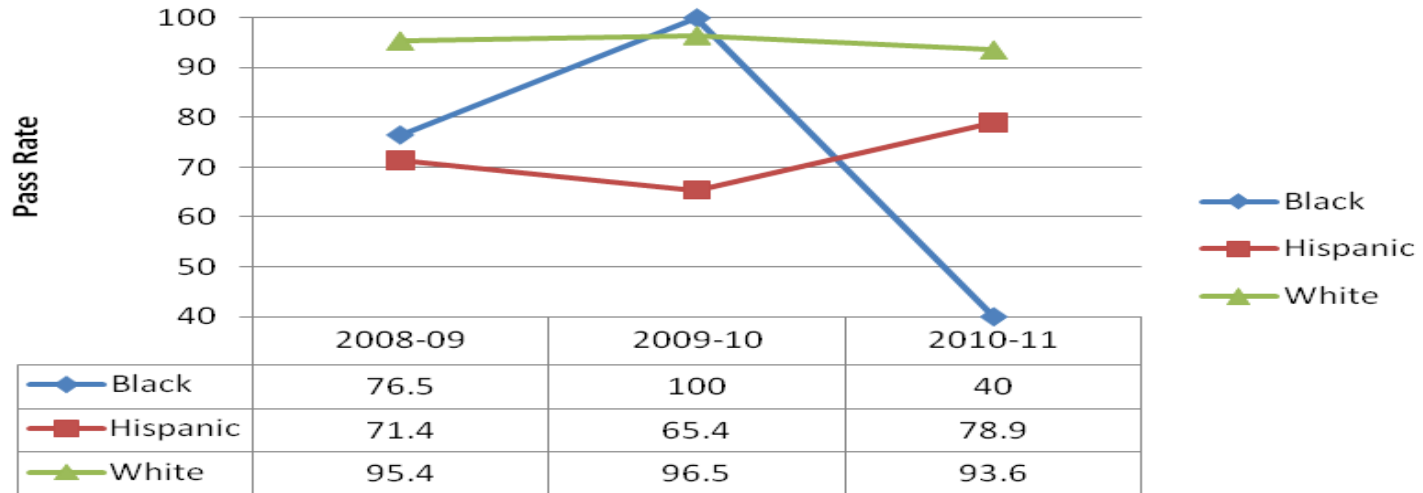
Kilmer AYP English Performance



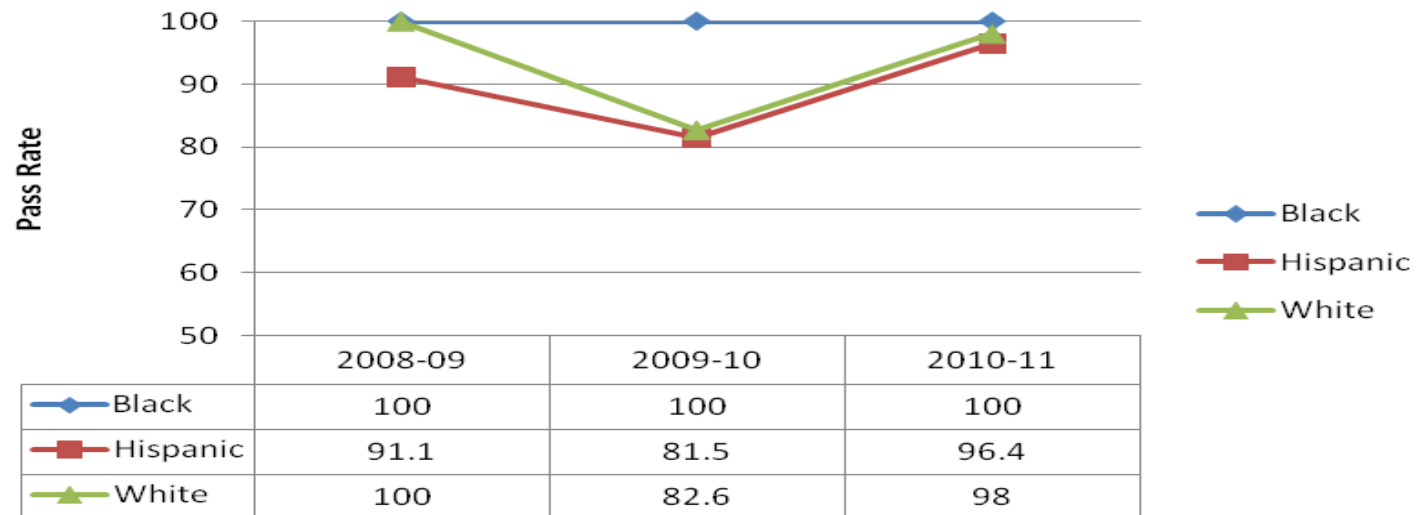
Kilmer AYP Math Performance



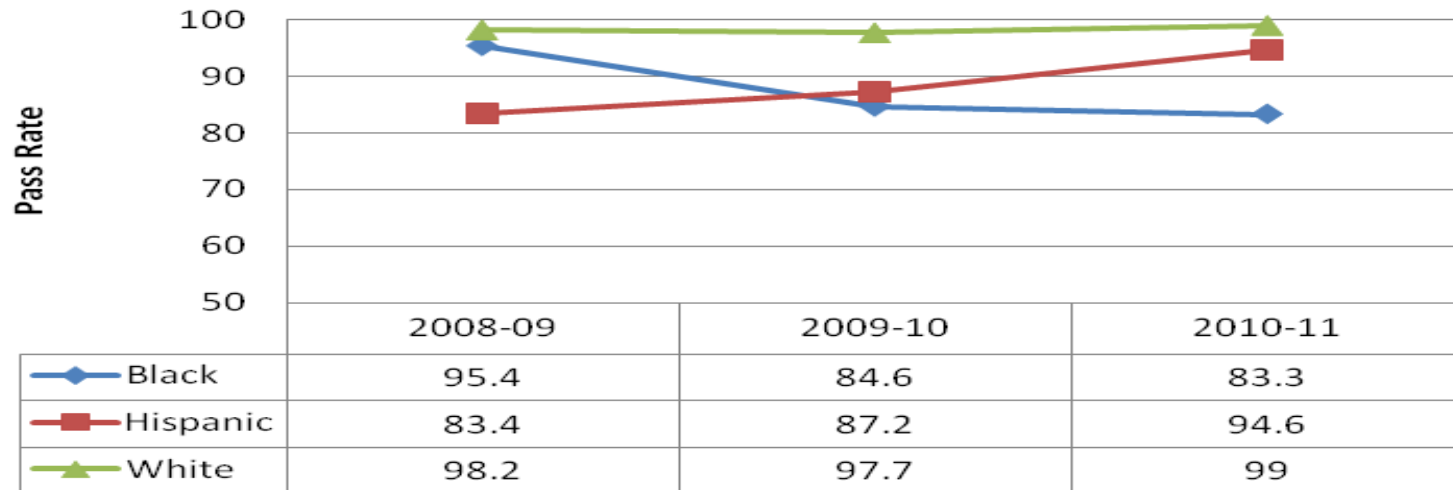
Achievement Gap-Math 7



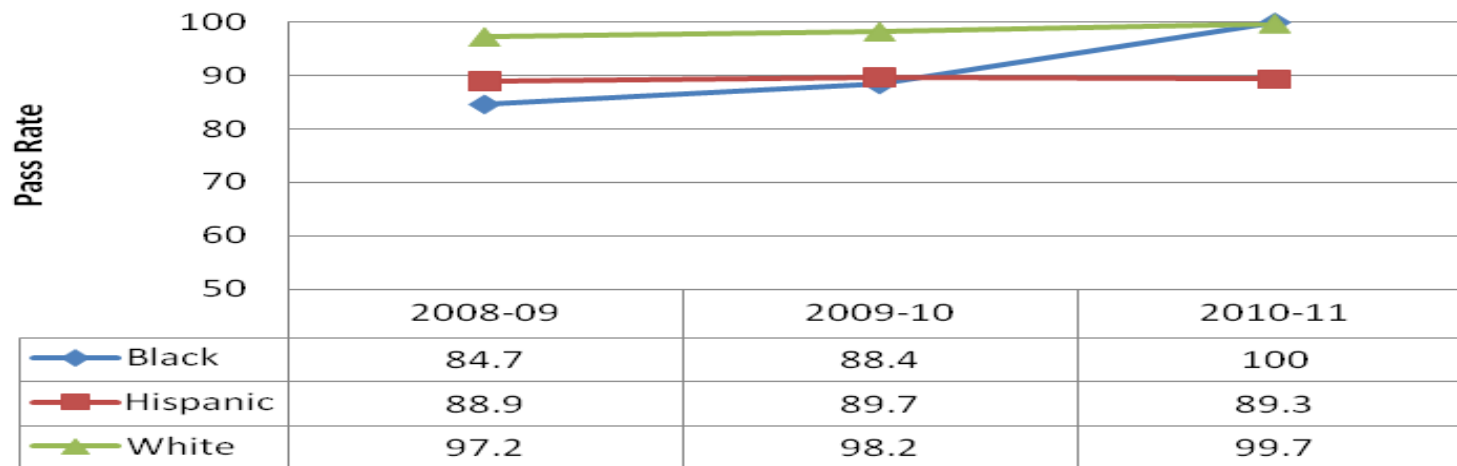
Achievement Gap-Math 8



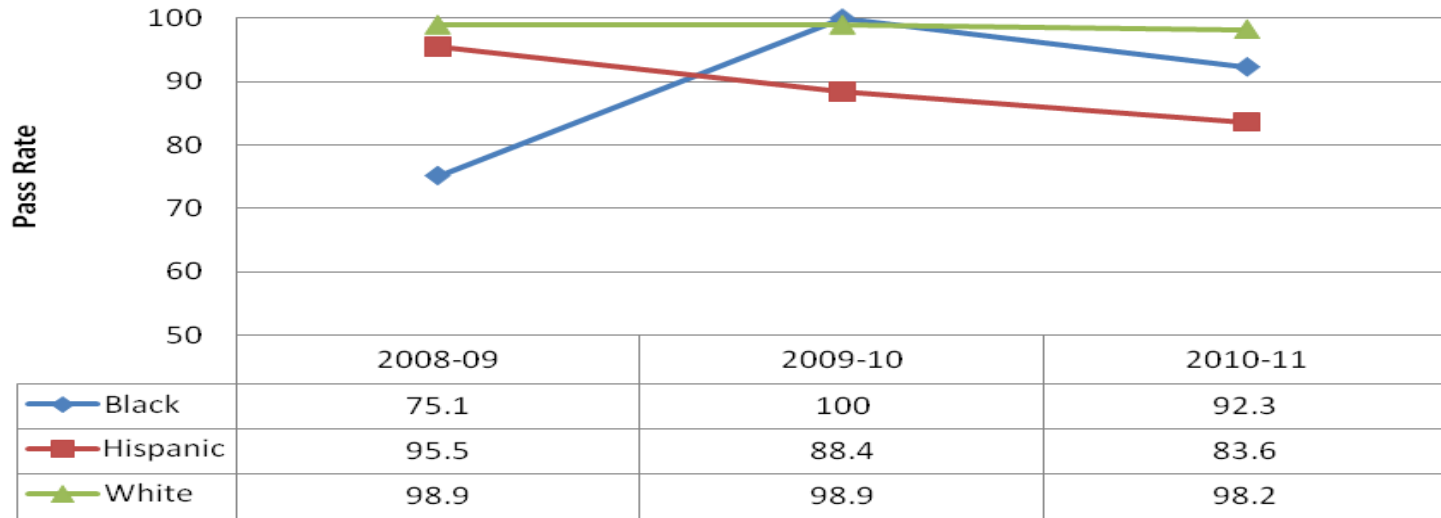
Achievement Gap-Reading 7



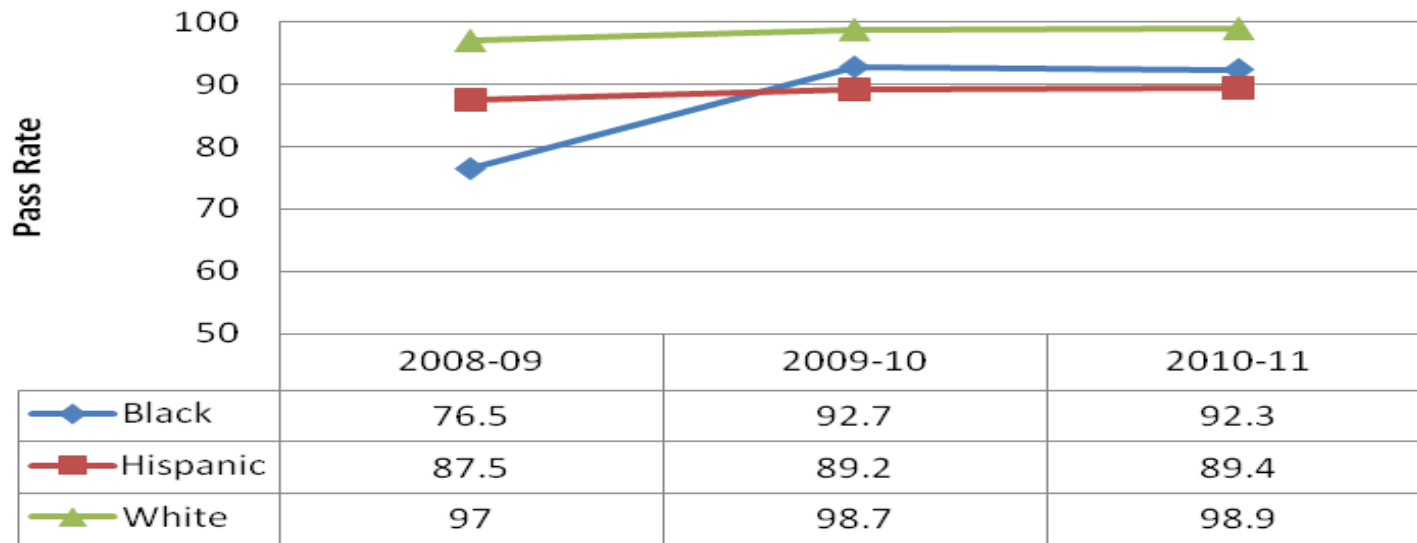
Achievement Gap-Reading 8



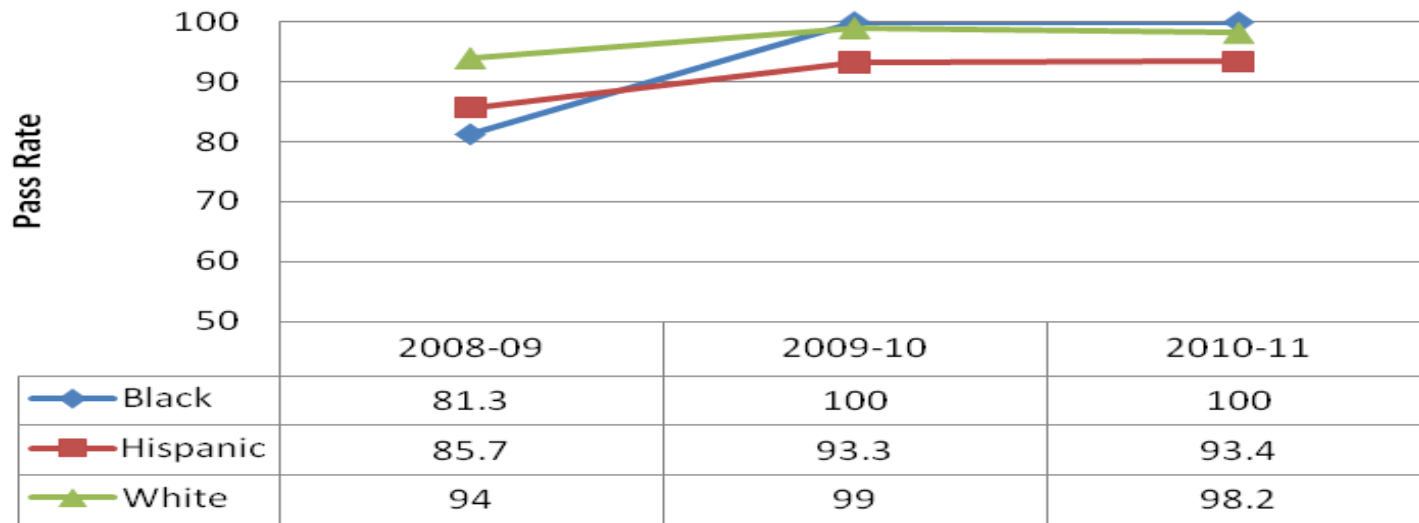
Achievement Gap-Writing



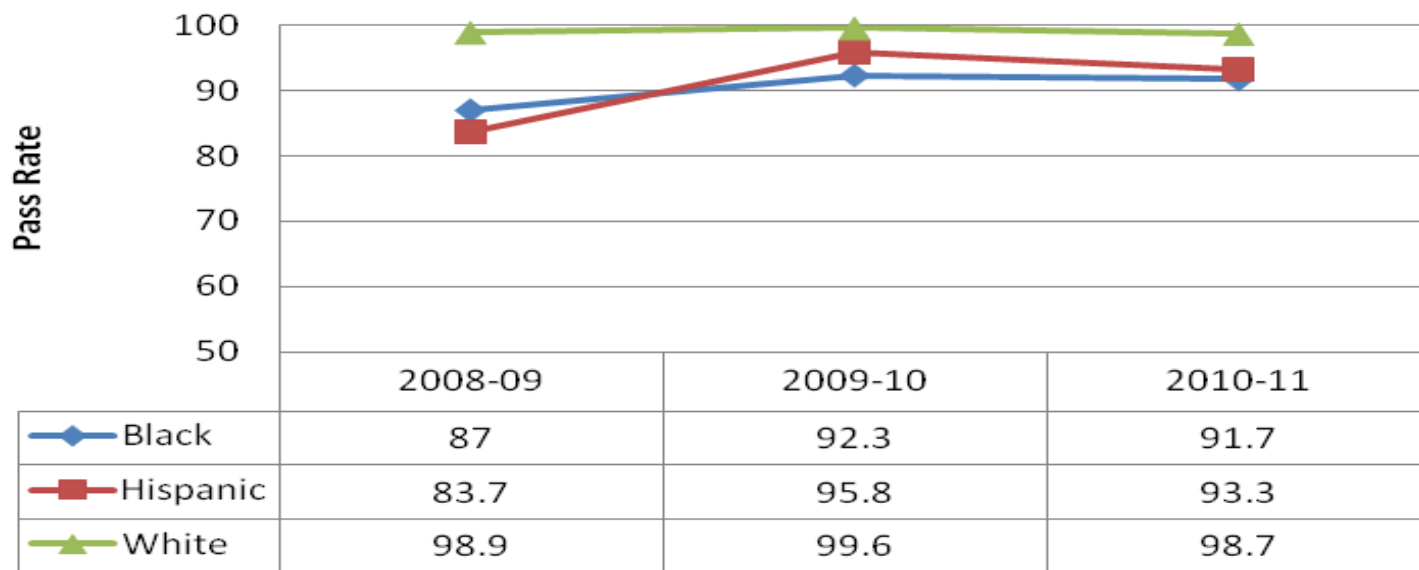
Achievement Gap-Science



Achievement Gap-Civics



Achievement Gap-History



Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Since 2008, Kilmer has made gains in closing the achievement gap among the Hispanic and Black subgroups in nearly every content area. However, as evidenced in the first two graphs, the gap remains apparent in the Students with Disabilities subgroup. For FY2012, Kilmer will focus on helping all students reach their full academic potential while taking big steps to ensure that students with disabilities are succeeding.

Strengths:

At Kilmer, teachers teach the appropriate content and curriculum that is aligned with the Virginia Standards of Learning and the division's Program of Studies. Teachers use Collaborative Learning Team (CLT) to develop assessments aligned to content in order to determine what concepts students have mastered and what concepts need to be addressed due to deficiency. Data from the assessments are shared with the CLT in order to determine what content should be revisited in classes and to guide conversations about strategies to most effectively reteach the content. Additionally, data from assessments are used to identify individual students who are struggling with the content. Teachers address intervention needs through programs incorporated during Paws, after school, and during the school day. Contact with the parents of these individuals is increased to encourage participation in afterschool help. All teachers email progress reports to parents every two weeks. Reports are mailed to parents without email access.

The Math Department continues to utilize a "bear" list of identified at-risk students. These students are monitored throughout the year and discussed in CLT regularly. The Algebra CLT uses a common syllabus including a common grading policy. A structured afterschool support program has been designed to help all learners and reinforce that the entire department is collectively responsible for the math education of every student. They are committed to developing and using formative assessments and consistently using PAWS as an intervention / enrichment time. Additional staff support has been provided to Math 8 classes this year. Additionally, the Math Department is committed to providing students with multiple opportunities for mastery.

Last year, the Science Department continued with monthly presentations in department meetings of various Kagan cooperative learning strategies. Using the SOL Lab review book as well as eCart data, students were identified for an after-school intervention program. The review program consisted of an intense review of 7th grade material conducted by 7th grade teachers and 8th grade material reviewed by 8th grade teachers. These sessions were held after school every other week. A common 7th grade final exam was administered and the results will be compiled and given to 8th grade teachers. Due to an increase in level 3/4 ESOL students in some of our science classes, a team taught ESOL Science class will be offered this year.

English teachers were successful in identifying a majority of students' reading levels by administering the Scholastic Reading Inventory (SRI). The results of this test allowed teachers to have informed, individualized discussions with students and parents about choosing appropriate books and supplied an additional piece of information in choosing students for support through Read 180 and Action Literacy classes. Struggling students were identified using formative assessments such as warm up quizzes, eCart assessments, and released SOL tests. Students were invited, in small groups, to attend focused remediation sessions during lunch and after school.

The English Department collaborated to create student-centered remediation lessons to address the most difficult skills in each unit. Within the classroom, the lessons created were used at stations and in lessons to focus on areas of weakness.

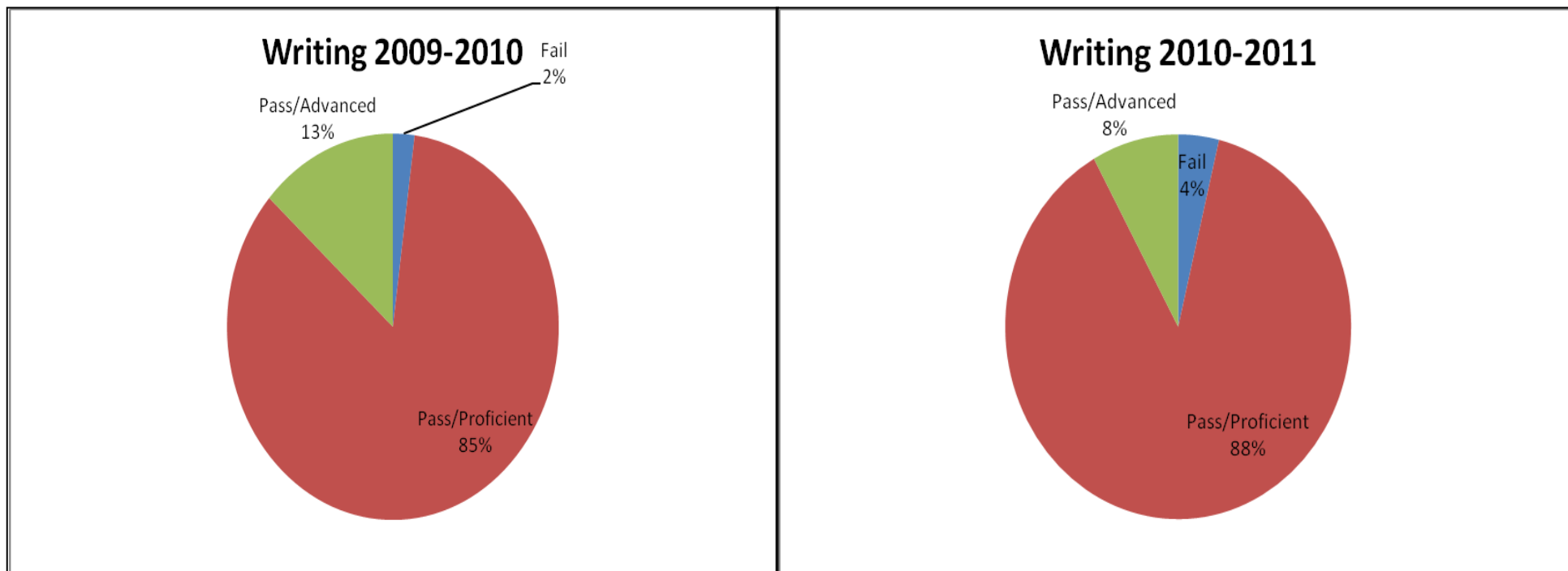
The Social Studies Department utilizes data from last year's SOL results to identify areas of improvement and continues to integrate best practices into teaching. The Department teachers participate in continuing education courses as well as utilize the Social Studies E-Cart database both for additional lessons and resources. In addition, the Department works on incorporating improved resources and lessons in the new Program of Studies units such as Globalization and Reconstruction. The Social Studies Department (in their CLTs) developed assessments aligned to content in order to determine what concepts students have mastered and what concepts need to be retaught. Data from the assessments are shared with the grade level CLT in order to determine what content should be revisited in classes and to guide conversations about strategies to most effectively revisit the content. Additionally, data from assessments is used throughout the year to identify individual students who are struggling with the content. Contact with the parents of these individuals is increased to encourage participation in afterschool help. Teachers address the needs of these particular students through a variety of intervention programs incorporated during Paws, after school, and during the school day. The 7th and 8th grade CLTs continued with a remediation program during PAWs through the help of peer tutors earning service hours.

Weaknesses:

The Academic Intervention Database that was implemented last year to track struggling students and confirm parent contacts was not used by all teachers. For some teachers, finding the database and inputting data was an additional burden. This year, the Assessment Coach will visit CLTs to review the database with teachers, share ways other teachers have effectively used the database, and provide reports of database information

The Math department has experienced a significant amount of turnover in the past few years and must spend CLT time getting new teachers up to speed. Additionally, the department no longer has a resource teacher dedicated to solely assisting math students. The CLTs are challenged with finding time to write common assessments, review test results for trends, establish remediation plans, identify natural and appropriate extensions for advanced learners, establish grading norms, and establish a culture of collaboration because each teacher in the Math Department has at least two preps. Perhaps the greatest challenge for the department this year is that VGLA is no longer an option for students with disabilities.

Within the English department, the SRI test was used to identify students in need of additional support. However, not all teachers in the department tested students. Also, the collaboration regarding the SOL remediation sessions was lacking and teachers conducted the review sessions very differently. Lastly, as evidenced in the graph below, a large portion of students are passing the Writing SOL test, but the number of students passing the test at the advanced level is low compared to other subject areas and has decreased over the past two years.



The Science department's biggest challenge was the class sizes of the sections containing students with disabilities and ESOL students. CLTs struggled to find time for the discussion of successful classroom assignments and activities while focusing on recreating Horizon tests. Furthermore, administering these tests was difficult because of the high number of students requiring special testing accommodation and ESOL students requiring read aloud tests.

The Social Studies department needs to continue to integrate best practices into our teaching and will attempt to meet this goal by increasing the number of teacher observations of classrooms this year. Additionally, CLT will be used to create engaging lessons for topics that are identified as challenging based on last year's SOL results.

Best Practice Research:

In the book, Data Driven Instruction, Bambrick-Santoyo emphasizes the importance of using data to make instructional decisions and to determine the answer to an important instructional question: are students learning? He highlights four key principles in using data to drive instruction:

- Assessment: Create rigorous interim assessments that provide meaningful data.
- Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what students need to learn

- Culture: Create an environment in which data-driven instruction can survive and thrive.

At Kilmer, the framework has been established to address each of the four key principles. Teachers in the core subject areas give quarterly eCart assessments. The results are then analyzed in CLT meetings, and teachers collaborate to determine what needs to be revisited and what was taught effectively. Currently, Kilmer has very strong CLTs, and by frequently looking at data at CLT meetings, we will continue to create a culture where data is considered when making instructional decisions.

Furthermore, while Kilmer focuses on closing the achievement gap for students with disabilities, it is essential that general education teachers are equipped with the knowledge necessary to meet the needs of these students. According to Douglass and Lynn Fuchs of Vanderbilt University, 40% of students with learning disabilities have general education teachers who receive no information about their instructional needs, and only 11% of students with LD receive modifications to the general education curriculum. As outlined in Kilmer's Action Plan, the special education department chair, Dora Yarborough-Howard, will ensure that all teachers are equipped to effectively meet the educational needs of students with disabilities through special education professional development opportunities provided to general education teachers.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The SOL achievement gap for Hispanic students in Writing will decrease to become lower than 7.3 percentage points as compared to White student achievement.
1.1.1	16% of all students will pass advanced on the Writing SOL.
1.1.2	The SOL achievement for Special Education students on the Algebra EOC will increase to 100%.
1.1.2	The SOL achievement for Special Education and LEP students on the Plain English Math 7 SOL will increase to at least 67%.
1.1.2	The SOL achievement for Special Education and LEP students on the Plain English Math 8 SOL will increase to at least 67%.
1.1.1, , 1.1.3, 1.1.4	SOL pass advance rates will increase by 5% in History, Civics, Reading 7, and Reading 8, Science.
1.1.1, 1.1.2, 1.1.3, 1.1.4	The number of students retained will be zero.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
<p>A) Continue to close the achievement gap, with a focus on students with disabilities, through the use of the Academic Intervention Database, analyzing eCart data to drive instructional decisions, and the continued use of established department/CLT intervention models</p> <p>B) Increase student academic achievement in all subject areas by ensuring that students develop effective reading and writing skills through cross-curricular research based instruction</p>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Academic Intervention Database <ul style="list-style-type: none"> • Teachers, professional school counselors, and administrators will track interventions for students on the Academic Intervention Database. • See attached sample page, page 24. • Assessment Coach will provide monthly reports for Administration and Professional School Counselors. 	Teachers must input data Professional School Counselors will monitor database for students with multiple interventions Assessment Coach Heather VanAlstyne will provide monthly reports	Microsoft Access Database	X	X	X	X	Academic Intervention Database Monthly reports check sheet
Students At-Risk Database <ul style="list-style-type: none"> • Using SASI and EDSL, an excel database will be used to house important information for at-risk students. 	Assessment Coach Heather VanAlstyne Administrator Ron James	Excel and SASI	X	X	X	X	Teacher survey to gauge usefulness

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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Saturday Intervention Program <ul style="list-style-type: none"> • At-risk students actively engaged in the Saturday School Program will get the additional support needed to earn a passing grade for the year. 	Teachers Professional School Counselor Brian Sirdofsky Administrative Team	\$20,000		X	X	X	Data collection of identified/participating students
Professional development for AAP teachers <ul style="list-style-type: none"> • Curriculum extensions above the POS, particularly in writing 	Administrative Team Teachers	County offered PLT classes for science, social studies, and English	X	X	X	X	My PLT registration
To promote vertical articulation and align teaching and learning, teachers will have the opportunity to observe colleagues at feeder elementary schools and high schools.	Teachers Administrative Team	Two sub days per teacher are available. If every teacher takes advantage of the opportunity this will cost \$15,000		X	X	X	Survey results Teacher reflections/feedback

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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
KMS will maintain an ESOL STUDENT blackboard site available for students and their families that contain pertinent information on a school and county level.	ESOL Department	Blackboard	X	X	X	X	Number of visitors on the site
Kilmer's Math and English Resource teacher will work in small groups with students who are not meeting their academic potential. This includes AAP students.	Resource Teacher: Evelyn Reynolds Assessment Coach: Heather VanAlstyne	Remediation resources (workbooks, lessons, websites) Cost \$1000	X	X	X	X	Benchmark assessments, eCart test results
Teachers will develop an after-school schedule that provides support to students. This information must be posted on Blackboard.	Teachers	Blackboard	X	X	X	X	Teacher Blackboard Site and After school attendance
Teachers will give quarterly formative assessment. Results will be used to drive instruction in every department.	Departments Brian Herberger (SBTS) Heather VanAlstyne (Assessment Coach)	Computers eCART training	X	X	X	X	Student test reports/log-ins Data analysis at CLT meetings

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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Administer the SRI test to identify students in need of remediation and to track reading progress.	Reading Specialist Peggy Ford English teachers	SRI Test Computer Lab	X	X	X	X	Compare pre and post SRI scores to determine if remediation strategies are successful
Students identified as a Student with a Disability will have a profile with past test scores, best practices teachers can use with that student and progress will be monitored closely.	Dora Yarbrough-Howard (Special Ed Department Chair) Teachers	Special Ed Student Data Profile	X	X	X	X	Academic Intervention Number of teachers accessing student profiles
Professional Development for teachers teaching students with disabilities.	Dora Yarbrough-Howard (Special Ed Department Chair) Teachers	Courses offered through my PLT Early Release Day Cost \$500	X		X		Teacher feedback PLT registration
Professional development needs of the staff will be compiled in order to address the following year.	Assessment Coach	Survey					Survey Monkey

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<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be used to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
<p>Students will complete one piece of non-fiction writing in every content area each semester.</p>	<p>English Department chair Collin Whitt</p>	<p>None</p>	<p>1st Qtr.</p>	<p>2nd Qtr. X</p>	<p>3rd Qtr.</p>	<p>4th Qtr. X</p>	<p>Student writing</p>

Lunch & Learn Entry - Assessment Coach Database

Home Create External Data Database Tools

View Paste Copy Format Painter Clipboard Font Rich Text Refresh All New Save Delete Records Filter Selection Advanced Sort & Filter Window Find Replace Go To Select Find

Student Search Vergara, Carl Joseph Student ID Search

ID: 1421519 Grade: 08
Name: Vergara, Carl Joseph Gender: M

Schedule Query subform1

ID	1421519	ScheduleCode	1421519-313000	Teacher	Erlar,R	Room	A113
Section	313000-01	Course	Algebra 1	Period	01		

LunchLearnNew subform

Date	When	Attendance	Reason	Confirmed Parent Contact	Consequence
9/15/2010	Lunch	Invited	Review for test	No	
9/22/2010	After School	Invited	Make-up test	Yes	Teacher Assigned After School Time
10/8/2010	After School	No Show	Make-up work	Yes	* Admin Assigned Lunch Detention
10/13/2010	PAWS	Invited	Go over a lesson	No	
10/15/2010	Lunch	No Show	Go over a lesson	Pending	
*	/ /				

Record: 6 of 6 No Filter Search

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STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.
<input type="checkbox"/> 2.2 Work effectively within a group dynamic.
<input checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life’s challenges.
<input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.
<input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals.
<input checked="" type="checkbox"/> 2.7 Develop practical life skills.
<input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |
|--|--|

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

By using a school wide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Kilmer school community.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

FY2011 Discipline Data

Behavior	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Defiance	2	7	7	9	8	15	9	5	2	4	68
Disrespect	5	10	2	2	3	6	8	6	7	3	52
Class Disruptions	3	5	6	0	1	5	14	4	4	1	43
Inappropriate Language/Gestures	1	5	0	1	0	2	2	2	2	2	17

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Last year the program experienced a great deal of growth. The size of the committee increased, monthly presentations were done at faculty meetings, and classroom lessons were distributed to teachers. With the growth of the program, we saw a decline in class disruptions and inappropriate language throughout the building. However, several challenges exist that need to be addressed this year. After increasing the emphasis of PBIS within the school in FY2011, Kilmer saw an increase in defiant and disrespectful behavior. Lessons addressing these negative behaviors will be emphasized in PAWS. Additionally, in FY20011, the effectiveness of the PBIS program was based exclusively on discipline data. This data does not capture the effectiveness of the program for a majority of Kilmer students; therefore, the PBIS goals will be measured using several indicators.

Best Practice Research:

Through School-wide Positive Behavior Interventions and Support, students assume ownership over their behavioral choices when they take responsibility for their actions, choose their attitudes, and respect themselves and others (George Sugai, 2007). “Pupil achievements and behavior can be influenced (for the better or worse) by overall characteristics of school...this means focus on features promoting good functioning at classroom, departmental, or whole school level” (Rutte and Maughan, 2002). Numerous studies have found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development. Schools with a positive and welcoming school climate increase the likelihood that students succeed academically while protecting them from engaging in high risk behaviors like substance abuse and violence (The Center for Study and Prevention of Violence, 2000).

Positive Behavior Interventions and Support (PBIS) is designed to change behavior by rewarding appropriate behavior wherever it may occur in the school. By doing this, we improve the teaching and learning environment at Kilmer Middle School. Essential life behaviors are embedded at the core of the Positive Behavior Interventions and Support program. Educating students about expected and appropriate behaviors in the school environment correlates to improved student behaviors outside of the school environment. The Positive Behavior Interventions and Support program is a method of changing student behaviors, not a discipline program. Program supports, such as the teaching matrix, monthly lessons, and the recognition system, provide teachers with a practical set of school wide behavior expectations which can be utilized to maintain a safe and productive learning environment.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1, 2.3, 2.4, 2.8	95% of students will report feeling safe at Kilmer.
2.1, 2.3, 2.4	95% of students will report feeling respected at Kilmer.
2.7, 2.4	Tardiness will decrease by 10% from first semester to second semester.
2.1, 2.3, 2.7, 2.8	The number of discipline referrals will decrease by 10 compared with FY2011 data.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: By using a school wide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Kilmer school community							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
KMS staff will be informed of school-wide data related to student behavior.	Administration Assessment Coach Heather VanAlstyne PBIS Committee member Margaret Santa	SASI data and student referrals/reports		X	X	X	Updates provided at monthly faculty meetings
KMS staff will teach ROAR (respect, ownership, attitude, and responsibility) to all students with monthly PAWS lessons. Lessons addressing defiance and disrespect will be added.	Administration Teachers PBS Committee	Posters ROAR lessons/presentations	X	X	X	X	Informal Observations Teacher lesson check sheet
Staff will recognize acknowledge, and reward students for good behaviors. All staff will distribute ROAR cards to students to recognize appropriate behaviors	Kilmer Staff	ROAR cards \$1900	X	X	X	X	Monthly announcements

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

By using a school wide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Kilmer school community

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Teachers will provide parents with explanation of the PBIS program to increase parent involvement via PTA newsletters	PBIS Committee Chair Margaret Santa	PTA Newsletters	X	X	X	X	Parent feedback Dialogue at PTA meetings
Students will participate in school climate surveys	PBIS Committee Chair Margaret Santa Librarian Gretchen Hazlin	Survey Monkey Blackboard		X		X	Survey results

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

By using a school wide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Kilmer school community

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
In order to maintain consistent discipline, the referral process will be reviewed for new faculty in detail. <ul style="list-style-type: none"> • <u>1st Infraction</u>: Conference with student, notify parent, counselor, and Dean of Students • <u>2nd Infraction</u>: Notify parent, counselor, and Dean of Students. Dean of Students will conference with student and written documentation will be kept at administrative level. • <u>3rd Infraction and any subsequent infraction</u>: Notify parent, counselor, Dean of Students, and administrator. Administrative action will be taken. 	Administration Dean of Students PBS Committee	Handouts for teachers Example discipline referral forms	X	X	X	X	Feedback from teachers regarding discipline process

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum and after-school activities.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

SERVICE LEARNING FY2011:

Fundraisers:

- Pennies for Patient---Leukemia Society
- Japan Earthquake relief—student initiated and led fundraiser

Cougars' Den:

- Cougars Den Students worked to support recycling program each Thursday evening

- Loose the Training Wheels—19 students volunteering to help students with disabilities learn how to ride two-wheeled bicycles for 2.5 hours a day for 5 school days after school.
- Student volunteers for school clean up hours with custodians after school
- Autism Awareness week- students created poster and flyers to educate community

SCA

- Organized an Environmental Awareness Day- Students created posters and organized a day for all students to wear green in support of “being green”
- Food for Others—3 canned food drives, donated over 400 pounds of food
- SCA meetings—students get community service hours for attending meetings to help plan events for the school

Environmental

- Watershed clean-up
- Bottle and can recycling program
- Green Club
 - Posted flyers with information about ways to “be more green”
 - Promoted and attended the Kilmer spring clean-up

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Service learning is part of the Civics curriculum and students are required to turn in a log of 5 hours per quarter. As a school, the challenge is in motivating all of our students to complete the hours requirement. In order to address this challenge, service opportunities are posted on Blackboard, and the After-School Program Specialist has been tasked with offering community service opportunities to students. Additionally, a challenge is documenting the success of the student service requirement. Last year our data was incomplete. This year, Civics teachers will submit their service hour requirement to Assessment Coach Heather VanAlstyne, and she will compile the school-wide service hour data quarterly.

Paper recycling has been organized at Kilmer for at least the past 5 years. The Starcatcher team picks up recycling bins once a week in all classrooms. There are paper recycling bins in every classroom, two plastic bottle receptacles in the cafeteria, and large green all-purpose recycling bins at the top of major hallways.

Best Practice Research:

Elson Nash, associate director for program management at Learn and Serve America, calls service learning “the glue that makes things stick,” noting that when students feel engaged and empowered, they learn more effectively and connect with real-world issues. Studies by Shelley Billig, vice president of RMC Research Corporation, links higher state test scores with service learning participation. Students in high-quality service learning classrooms also were found to have higher average daily attendance and less tardiness than students from comparison classrooms (Billig, 2005). Service learning is an important piece in developing productive, caring citizens and will continue to be a priority at Kilmer.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1, 3.2, and 3.4	The percentage of students completing all required service hours will increase to at least 95% each quarter.
3.1, 3.2, and 3.4	100% of Cougars Den participants will participate in one service learning opportunity offered through Cougars Den.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum and after-school activities.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
A list of local organizations offering service opportunities will be posted on Blackboard. This posting will also be announced on the Kilmer website for parents.	Civics CLT leader Jeremiah Feather Librarian Gretchen Hazlin	Blackboard Community Resources School website	X	X	X	X	Student and parent feedback
Staff and faculty will recognize students with exemplary service hours at the end of the year.	8 th grade teachers	Data collected from Service Learning forms Award certificates					

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum and after-school activities.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Civics teachers will track student hours of community service hours quarterly. The completion of the mandatory 5 hours per quarter will be recorded by the Civics teachers. Student who do not complete hours for the quarter will be placed on a “tracking list.” Parents will be contacted by the Civics Department and an adult in the building will be assigned to each of these identified students to assist and encourage them in developing a personal plan for fulfilling the requirement in the upcoming quarters.	Civics teachers	Service Learning form	X	X	X	X	Civics teachers’ records/spreadsheets
Civics teachers instruct all 8 th grade students to participate in a common reflection activity pertaining to their service learning requirement of 20 hours.	Civics CLT leader Jeremiah Feather	None				X	Teacher observations

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum and after-school activities.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Staff will advertise the Cougars Den program to both students and parents and by offering service learning opportunities that appeal to students.	After-School Specialist Kimberly Kardelis	Grant money, staff, forms, flyers, building use Translated versions of flyers and applications available Existing Resources	X	X	X	X	Attendance, surveys for participants.
Specific opportunities to complete service learning will be provided for students identified for Saturday School.	Professional School Counselors	Local organizations		X	X	X	Civics teachers' records/spreadsheets cross checked with the list of Saturday School students