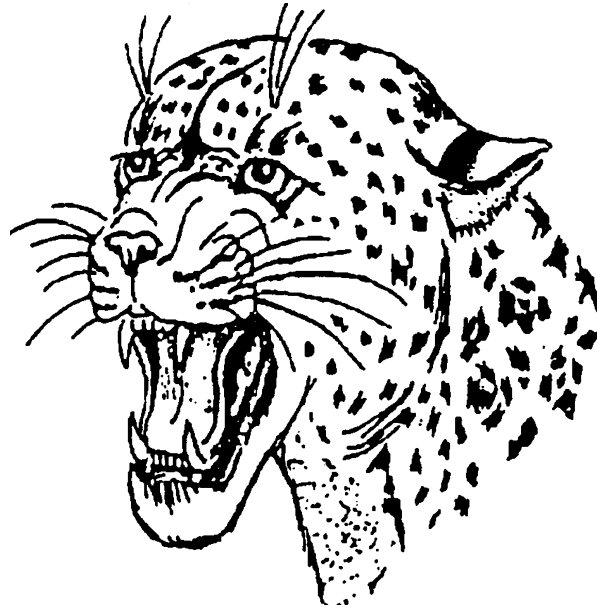


Jackson Park Intermediate's

Title I

School-Wide Plan

2011-2012



Jackson Park Intermediate School

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Introduction

Jackson Park is a medium sized 5th and 6th Grade Intermediate, semi-urban school located near Grand Rapids, Michigan. It is situated in a neighborhood setting. The school is made up of a diverse population consisting of students from a number of different races and cultures. Though the community is for the most part stable, an increasing number of students represent a certain amount of transience, as the economy of West Michigan remains tenuous. There is also a fairly large Schools-of-Choice population as students from surrounding areas select Jackson Park during open enrollment periods.

A. Mission, Vision and Belief Statements

Mission Statement

Our mission at Jackson Park Intermediate School, in partnership with our parents and the community, is to maximize the potential of every student and prepare them to compete, contribute, and succeed in society.

Vision Statements

Jackson Park Intermediate School has as its vision to progress from "Good to Great". Greatness is defined by all students demonstrating grade level literacy in all core areas.

Belief-Value Statements

The Jackson Park Intermediate School staff and community believe.

- * The primary mission of the school is teaching and learning for all.
- * Continuous improvement is an essential part of our success.
- * All members of the school community are important and valued.
- * A commitment to Quality is essential for every member of the organization.
- * People that work in schools are in the best position to improve student performance.
- * Parent, guardian, and community involvement is critical to student success.
- * There are two kinds of schools, improving and declining.
- * Our students deserve the best teachers, teaching in the most effective ways.
- * Student achievement is based on what students can do, as well as what they know.
- * Diversity among all individuals is to be valued and celebrated.

Jackson Park belief statements mirror those of the District.

Role of the District Planning Team

The Wyoming Board of Education asked that the District Plan for School Improvement be developed by the District School Improvement Team. This group consists of teachers, building administrators, support staff, students, parents, central office personnel, Board members, and community members who represent all facets of our community. Jackson Park is represented in this effort by the Principal and the SI Chair person. Through their collaborative effort, this plan will be written and implemented based upon research and best practice. This team will collaboratively make recommendations and review procedures to achieve the district's mission and board goals.

Wyoming Public Schools initiatives are guided by the vision, philosophy, and beliefs of the people who work for or are living in the district. From these core values, the district mission and goals were established. From these the strategies, timelines, responsibilities, and budget recommendations will address the priorities necessary to be successful in implementing the mission and goals.

The Wyoming community likes and needs to be involved in this plan. Therefore the plan includes an explanation of everyone's role in the process. Employees are empowered with opportunities, information, support, time, and resources which enable them to change and improve their environment, through a collaborative and consensus based model for decision-making. Active problem solving, resolution, implementing strategies, and evaluation of programs based on research and best practice will be the model for building and district level teams to follow.

It is the role of the District School Improvement Team to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the district improvement process. In addition, they must be open to continual evaluation of their progress toward reaching the mission and goals by those inside and outside of their organization,

always looking to improve. The development of a seamless transition process, from home to graduation, from building to building, or level to level, that incorporates academics, employability skills, and career awareness and development will be communicated to Jackson Park's staff and families by the Principal and SI Chair.

Role of the Building School Improvement Team

The major role of the Jackson Park School Improvement Team is to develop the Title I/ School Improvement Plan. This plan is supported by the entire Jackson Park community which consists of teachers, building administrators, support staff, parents, central office personnel, and a Wyoming Public Schools board member who serves as a liaison between the district and school building. Through a collaborative and continuous improvement process, the plan is written and implemented based upon research and best practice. This team works collaboratively to review procedures and make changes as determined by a regular review of data to achieve Jackson Park's mission and goals.

A critical role of the School Improvement Team is to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the school's improvement process. In addition, they must be open to continual evaluation of their progress toward reaching the mission and goals by those inside and outside of their organization, always looking to improve. The development of a seamless transition process, from home to graduation, from building to building, or level to level, that incorporates academics, employability skills, and career awareness and development is a focus for Jackson Park and all buildings that are part of Wyoming Public Schools district.

Jackson Park's Building School Improvement Team consists of:

- SI Chair
- Administrator
- WESSA rep
- Grade Level/core reps
- Parents

Each SI Member:

- attends bimonthly SI meetings
- chairs core committees - Core curriculum committees (in the areas of reading, writing, math, science and social studies) include all staff members. On a cyclical basis, this committee analyzes and summarizes MEAP, SRI and Standards data in their content area, reviews the effectiveness of the current strategies, determines success of current strategies and makes adjustments as necessary, in a continuous improvement process. Each of these steps is overviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies.
- sets committee agendas
- sets committee goals
- analyzes data findings that cross content areas, using MEAP, SRI, and standards data; teacher, student and parent perception data and changing demographic data. The SI members disseminate information to all staff and gather feedback to inform building decisions
- coordinates research and best practice in order to identify powerful strategies to consider for implementation
- coordinates professional development
- is involved in planning and decision making for the school-wide academic goals for Jackson Park

There is a formal fan-out to ensure that the SI Team truly represents the entire staff. The fan out is used on key concerns/issues as part of the decision making process, or informally as needed.

Core Committees:

- Every staff member serves on a core curriculum committee.
- All core committees meet at a minimum during Collaborative Planning time to review data, evaluate strategies and plan for professional development sessions on the following dates:
- Core committees also meet during Building School Improvement if needed.

B. School Improvement Team Stakeholders

Representatives should include building administrators, teachers, students (secondary schools), support personnel, parents (representative of all students), community members, and school board members.

School Team Members Names	Positions
Kirk Bloomquist	Building Principal
Shaunna Thomas	Dean of Students
Sandy Hartman	SI Chair
Jan Norman	Department Head – Science
Colleen Sneider	Department Head – Social Studies
Jayne Bartrand	Department Head – ELA
Chris Ruiter	Special Education
Beverly Vickers	Department Head – Mathematics
David Bolt	WESSA Representative
Deb DeWent	Parent Representative
Kristen Britten	Parent Representative
Doreen Huizinga	Parent Representative

C. Ten Components to the Schoolwide Plan

1. Comprehensive Needs Assessment

The needs assessment was conducted in April 2011, by members representing all stakeholders (Teachers, Parents, Administrators, Non-Professional Staff Members, and students) in the school.

Demographic Data

Data was acquired from multiple sources including MEAP Demographic Reports, school demographic records, human resource records, and State Certification Software.

Student Demographic Data

Current overall enrollment is 653 students -- 322 5th grade students and 331 6th grade students
Student population has been decreasing over the past 5 years (2005 = 744 students -- 2009 = 549 students) *Due to reconfiguration of grade levels, enrollment has increased by 104 students for the 2010-11 year.

Subgroups that have grown by more than 5% over the past 5 years are:

- Economically disadvantaged -- 17% increase
- Race/ethnic diversity -- 13% increase

Staff Demographic Data

The average number of years teachers have taught at Jackson Park is 10 -- 15

The principal has been at Jackson Park for the past 7 years.

Approximately 3/4 of the current teaching staff is new to Jackson Park this year. Due to financial constraints district-wide,

two elementary buildings were closed at the end of the 2008-09 school year, which resulted in significantly more staff movement than any year previous. 5th grade was relocated to one building in 2010, resulting in more staff movement.

All teachers at Jackson Park meet the federal highly qualified and state teacher certifications requirements for their grade/subject area assignments.

Parent and Community Demographic Data

- Number of single family residences. 30%, but another 25% are blended families
- Average median income. 82% of the national median, and 88% of the state median
- Number of adults with post-secondary education. 29% NON-HIGH School, 15% post-secondary completed
- Median house value at 77% of the national
- 2/3 of the police addressed incidents are within our school boundaries which make up on 40% of the size of Wyoming
- 15% of our older siblings are regular day-care providers for their siblings
- 50% of our teenagers are self-sufficient either before or after school for an extended period
- Wyoming is the fastest growing city in the state with regard to increased poverty

Summary of Demographic Data

The data shows that our school continues to be in a state of flux in terms of our changing demographics. We are becoming much more economically and racially diverse. Future Professional Development should include poverty awareness to be sure we are prepared to meet this new challenge.

Student Achievement Data

Student achievement data was collected using MEAP historical reports, our county management system (IGOR), Scholastic Reading Inventory (SRI), and tracking local common assessments.

Reading

4th Grade

The 2009-10 (Fall 2009) AYP target for 4th grade reading is 69%. Current 4th grade students in the District exceeded AYP by 7% scoring 76% proficient overall as measured by MEAP.

Subgroup Limited English Proficient (LEP) fell short of AYP by 11% scoring 58% proficiency. Subgroup Special Education students fell short of AYP by 9% scoring 60% proficiency.

The two subgroups showing a greater than 10% difference from overall proficiency of 76% are LEP (58%), Hispanic (66%), Multi-racial (65%), and Special Education (60%). These deficiencies will be addressed as current 4th graders enter Jackson Park as 5th graders.

From 2005-2009 the reading MEAP data indicates a slight decrease of reading proficiency at 4th grade. In 2005, 79% of the students were proficiency and in 2009, 76 % were proficiency.

The 2010-11 (Fall 2010) AYP target for 4th grade reading is 77%. Current 4th grade students in the District exceeded AYP by 2% scoring 79% proficient overall as measured by the MEAP. Subgroup Special Education students fell short of AYP by 30% scoring 47% proficiency. 2010 MEAP data indicates a slight increase of reading proficiency at 4th grade in the last year. In 2009, 76% were proficient; in 2010, 79% were proficient.

5th Grade

The 2009-10 (Fall 2009) AYP target for 5th grade reading is 69%. Our current 5th grade students exceeded AYP by 10% scoring 79% proficient overall as measured by MEAP.

Subgroup Limited English Proficient (LEP) fell short of AYP by 11% scoring 58% proficiency. Special Education students fell short of AYP by 31% scoring 38% proficiency; however, significant growth has been achieved over the past few years.

The 2010-11 (Fall 2010) AYP target for 5th grade reading is 77%. Current 5th grade students in the District exceeded AYP by 6% scoring 83% proficient overall as measured by MEAP. Subgroup Special Education students fell short of AYP by 33% scoring 55% proficiency. 2010 MEAP data indicates an increase of reading proficiency at 5th grade in the last year. In 2009, 78% were proficient; in 2010, 83% were proficient.

6th Grade

The 2009-2010 (Fall 2009) AYP target for 6th grade reading is 66%. Our current 6th grade students exceeded

AYP by 24% scoring at 90% proficiency for All Students. All subgroups except Special Education exceeded the AYP target.

The 2010-2011 (Fall 2010) AYP target for 6th grade reading is 74%. Our current 6th grade students exceeded AYP by 10 % scoring 84% proficiency for All Students. Subgroup Special Education fell short of the AYP target by 32% scoring 42% proficiency as measured on the MEAP. 2010 MEAP data indicates a slight decrease of reading proficiency at 6th grade in the last year. In 2009, 88% were proficient; in 2010, 84% were proficient. It is important to note that while the 2010 AYP target of 74% was an 8% increase over the 2009 AYP target of 66% proficiency. The slight decrease of student performance was 4%.

7th Grade

The 2009-2010 (Fall 2009) AYP target for 7th grade reading is 66%. Our current 7th grade students in the District exceeded AYP by 10% scoring at 76% proficiency for All Students. Subgroups LEP (58%) and Special Education (29%) each fell short of AYP.

From 2005-2009, the reading MEAP data indicates a slight increase of reading proficiency for 7th grade. In 2005, 74 % of the students were proficient and in 2009, 76% of the students were proficient. AYP was achieved by all subgroups at 7th grade.

The 2010-2011 (Fall 2010) AYP target for 7th grade reading is 74%. Our current 7th grade students exceed the AYP by 6% scoring 80% proficiency for All Students. Subgroups ELL (43%) and Special Education (27%) each fell more than 10% short of proficiency as measured on the MEAP. Subgroups Black/African American (66%) and Hispanic (71%) also fell short of the 74% AYP target.

From 2005-2009, the reading MEAP data indicates an increase of reading proficiency for 7th grade. In 2005, 75% of students tested were proficient. Each year, the percent of students testing proficient in reading has increased.

A review of MEAP strand performance and item analysis across Grades 4-7 indicate the following:

Strengths: Narrative reading, as a trend, proves to be an area of strength in these grades over the last 5 years.

Challenges: reading comprehension and informational text

Historically, local district assessment data has indicated that students are proficient in reading. The Scholastic Reading Inventory (SRI) is given to students quarterly as an additional measure of reading comprehension.

SRI data for 2009-2010 school year indicates the following:

Grade 5	Below Basic	Basic	Proficient Lexile Range: 700-1000	Advanced
Baseline (September 2009) 318 students	31 % (99 students)	28% (90 students)	35% (110 students)	6% (19 students)
End of Year (March 2010) 321 students	19% (60 students)	29% (93 students)	43% (139 students)	9% (29 students)
Grade 6	Below Basic	Basic	Proficient Lexile Range: 800-1050	Advanced
Baseline (September 2009) 300 students	23% (69 students)	34% (102 students)	31% (94 students)	12% (35 students)
End of Year (March 2010) 306 students	19 % (57 students)	26% (80 students)	40% (121 students)	16 % (48 students)

Summary

2009-2010 SRI data shows that 23% of students in 5th grade moved from Basic to Proficient.

2009-2010 SRI data show that 23% of students in 6th grade moved from Basic to Proficient.

SRI data for 2010-2011 school year indicates the following:

	Below Basic	Basic	5th Grade Proficient Lexile Range: 850-949	Advanced

Grade 5				
Baseline (September 2010) 333 students	64 % (213 students)	6% (19 students)	4% (13 students)	26% (88 students)
End of Year (March 2011) 326 students	64% (208 students)	6% (21 students)	9% (28 students)	21% (69 students)
Grade 6	Below Basic	Basic	6th Grade Proficient Lexile Range: 950-999	Advanced
Baseline (September 2010) 312 students	74% (232 students)	5% (16 students)	4% (11 students)	17% (53 students)
End of Year (March 2011) 333 students	64% (213 students)	6% (19 students)	4% (13 students)	26 % (88 students)

Summary

2010-2011 SRI data shows that 9% of students in 5th grade moved from Basic to Proficient.
 2010-2011 SRI data show that 9% of students in 6th grade moved from Basic to Proficient.

Again for a second year, SRI data shows an increase in the percent of students moving from Basic to Proficient. However, the 2009-2010 data shows 23 % of students and 2011 data shows only 9%. Please note that the base Proficient Lexile Level was increased significantly for 2011(from 700 to 850 in 5th grade and from 800 to 950 in 6th grade) reflecting the increased Proficiency standard of the National Core Curriculum.

Writing

2010-2011 Only 4th and 7th graders were assessed in Writing on the Fall 2010 MEAP.

A review of 2010 MEAP performance in 7th grade indicates an emphasis on the following writing standards:
 W.PS.06.01 (4 of 16 multiple choice questions) evaluating personal style and voice in writing.
 W. PR.06.01 (4 of 16 multiple choice questions) evaluating grammar and usage.

- Strengths: recognizing genre, grammar and usage, and setting a purpose for writing
- Challenges: exhibit personal style and voice and revise drafts for clarity, coherence, and consistency

Local district assessment data of process writing also indicates a need for improvement. Even though this has been a focus area for improvement across the district for the past few years, ongoing efforts need to be continued. This chart shows the number and percent of students proficient (80% or higher overall score) on both Baseline and Posttest evaluations.

5 th Grade WR5:2 Narrative Writing	Baseline (September 2010)	Posttest (January 2011)
# of students scoring 80% or higher/# of students tested	39 of 245 students or 16% proficient	139 of 294 or 47% proficient
6 th Grade WR6:3 Compare/Contrast	Baseline (September 2010)	Posttest (March 2011)
# of students scoring 80% or higher/# of students tested	93 of 269 students or 35% proficient	180 of 273 students or 66% proficient

Summary

Proficient is defined as scoring 80% or higher as an overall score. The data shows a significant increase in both number and percentage of students achieving a proficient score. The measure used is a rubric evaluating students in the following areas of the writing process: content/ideas, organization, voice, word choice, sentence fluency, and conventions. This measure proves to be an effective means of evaluating growth in our targeted challenge area of writing process.

For 2010-2011, the assessed writing standard in 6th grade was changed from a narrative piece to a compare/contrast piece of writing. This change reflects the increased emphasis on non-fiction writing assessed at grades 7-11 as well as the nonfiction writing emphasis part of the National Core Curriculum standards.

Math

Our current 5th grade students exceeded the current AYP target of 74% (75% proficient) overall as measured by MEAP.

Our current 6th grade students exceeded the current AYP target of 66% (85% proficient) overall as measured by MEAP.

AYP was also achieved by all subgroups at 5th grade except subgroup: Students with Disabilities (44%) and Black (54%) as measured by MEAP in math.

AYP was also achieved by all subgroups at 6th grade except subgroups: Students with Disabilities (48%) and Black (66%) as measured by MEAP in math.

From 2005-2009 the math MEAP data indicates a steady improvement of math proficiency at 4th grade. In 2005 83% of the students were proficient and in 2009 94% were proficient. AYP was achieved by all subgroups.

2010 4th grade math MEAP data indicates a slight decline to 91%.

From 2005-2010 the math MEAP data indicates a steady improvement of math proficiency at 7th grade. In 2005 56% of the students were proficient and in 2010 90% were proficient. AYP was achieved by all subgroups at 7th grade except subgroup: Students with Disabilities (64%) as measured by MEAP in math.

A review of MEAP strand performance and item analysis across 5-6 grades indicate the following:

- Strengths
 - 5th Grade: Whole Number Multiplication and Comparing Decimals and Fractions
 - 6th Grade: Multiply and Divide Whole Numbers and Converting with Money and Time
- Challenges
 - 5th Grade: Vocabulary, Ordering Fractions, Changing Improper Fractions to Mix Numbers, Simplifying Fractions, Ordering Temperatures (Coldest to Warmest using Celsius), and Reading Scales (Pounds).
 - 6th Grade: Fractions (Adding and Subtracting with unlike Denominators, Dividing, Converting Units within Systems, Conversion Unit Memorization), Geometry (Area of a Triangle, Identifying Base and Height), Measuring Angles with a Protractor, Total Sum Properties of Triangles and Quadrilaterals, and Prime Factorization.

Our source for Local Data is our Wyoming Public School Standards assessment data which is aligned with the state GLCE's. We have selected standards that have aligned with areas of deficiency on MEAP. Our data shows:

- NB 5:3 – Solve problems involving addition and subtraction of fractions and apply (42 % proficient)
- NB 6:4 – Ratios and Proportion Assessment (81% proficient)

The Scholastic Math Inventory (SMI) is given to students quarterly as an additional measure of math achievement.

- 2010 - 2011 SMI data shows that 9% of students in the 5th grade moved from Basic to Proficient.
- 2010 - 2011 SMI data shows that 8% of students in the 6th grade moved from Basic to Proficient.

Science

The MEAP science scores have consistently fallen within 10% of the state average with the most recent data indicating Jackson Park with 70 % of the 5th grade students scoring proficient compared to the state average of 78%.

Subgroup performance indicates 56% of African American students, 46% of English Language Learners, and 38% of students with disabilities were proficient on the fall 2010 Science MEAP. This represents a 14% gap for African American students, a 24 % gap for English Language Learners and a 32% for students with disabilities.

A review of MEAP strand performance and item analysis indicate the following:

- Strengths: Strand performance in Life Science, specifically organization of living things and heredity.
- Challenges: Science Processes, Physical Science and Earth Science.

Social Studies

The MEAP Social Studies scores have consistently fallen within 5% of the state average for the MEAP Social Studies test, with the most recent data indicating Jackson Park with 77% of our students scoring proficient compared to the state average of 75% on the fall 2010 MEAP. Subgroup performance indicates that 64% of African American students, 39% of English Language Learners and 46% of students with disabilities were proficient on the fall 2010 Social Studies MEAP compared to the state.

A review of MEAP strand performance and item analysis indicate the following:

- Strengths: Geographic Perspective
- Challenges: Historical Perspective, Civics/ Government, and Economics

Local district standards assessment data on standards related to historical perspective indicate 26.3% of current 5th graders are achieving mastery (80%) and 66.7% of current 6th graders are achieving mastery (80%). The local assessments were selected due to the amount of reading and comprehension on the assessment. The percent of 6th graders achieving mastery did not give a good overall indication of reading comprehension because the only comprehension skill assessed was interpreting a diagram.

Summary of Student Achievement Data

Overall, students at Jackson Park Intermediate School are performing well on the MEAP tests in all four core content areas, meeting AYP for ELA and Math. Sub-groups that surface as needing special attention in some content areas (not all) are Limited English Proficiency (LEP) and African American students. Reading comprehension, including vocabulary, are areas that surface as needs across all content areas as a result of teachers conducting annual reviews of overall MEAP scores, strand performance and item analysis. The writing process and extended response items where students need to infer and construct meaning are especially challenging for our students. In math, number and operation strand performance has declined in the past few years and data and probability continues to be a low scoring strand.

Local district assessment standards aligned with challenge areas on the MEAP tests are identified and monitored as a second source of data for teachers. Local data results usually align with MEAP findings. The writing process, reading comprehension, number and operations and vocabulary are areas that local district assessments indicate as areas needing improvement.

Staff Perception Data

A Staff Perception Survey was conducted in March 2011. There was a 68% return rate. The results showed that 90% of the staff members feel more confident in the area of teaching the Literacy Block. Another area of strength was that of Affiliative Collegiality. 71% of the teachers feel that they can share new information and ideas with each other.

However, 29% of the staff reported that the current structure does not allow for collaboration. This is an area of concern.

Summary of Staff Perception Data

Staff members at Jackson Park Intermediate School feel that they are part of the decision making process and that we have a safe environment where they can share ideas. We will look at additional opportunities for staff input, guidance, and direction.

Parent Perception Data

A Parent Survey was conducted in March 2011. It was written in both English and Spanish and interpreters were available to help if needed. The results showed that over 92% of parents returning the survey felt Jackson Park was a safe school, a welcoming school, and that their students looked forward to coming to school. 93% felt that communication was delivered in a way that was understandable.

We have begun adding team web pages and will be offering PD in the fall with the expectation that all teams will have this in place.

Another area of parent concern was the lack of after school clubs and activities for students. Our goal is to involve parents to coordinate and run approved activities.

Summary of Parent Perception Data

Parents of Jackson Park Intermediate School feel that they are sending their students to a safe school that is welcoming and that their children enjoy coming to school. It is our intent to look at specific communication methods to be sure all parents have access to various effective modes of communication.

Process/Programs Data

The 40 Michigan School Improvement Rubrics were used to examine Process and Program Data. The 40 rubrics were completed during School Improvement Meetings, and any staff member that wanted to be a part of the process was encouraged to participate, and parents serve as regular members of the school improvement team. Dialog included the gathering of evidence to verify that the rubric self evaluation was documented and that we were held accountable for our results. Our findings were then shared with the

entire staff and parents.

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has “implemented” or is “exemplary” in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

- Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Summary of Process/Program Data

Essential Benchmarks Summary: Future effort should be in the area of targeting school culture and climate. Efforts should also include consistently encouraging staff in the areas of collaboration and communication to drive school improvement.

Summary Conclusions

Using the information obtained in our study of our comprehensive needs assessment, targeted areas of improvement were identified by building stakeholders (Professional and non-professional staff members, parents, and administrators). Goal areas were developed based upon our analysis of existing gaps listed above; using a quality rubric which helped us discern which goals we should target to be most effective in terms of the level of improvement versus the expected level of resistance. Once goals were identified they were shared with all staff members, parents, and students.

Based on the analysis of the data results, the Jackson Park Intermediate stakeholders have developed the following **goals** for the school wide plan:

- All students will be proficient in Reading.
- All students will be proficient in Writing.
- All students will be proficient in Mathematics
- All students will be proficient in Science
- All students will be proficient in Social Studies

2. Schoolwide Reform Strategies

On the following pages strategies under each goal are described in detail. Strategies listed address the needs of all students based on a review of the data. Specific strategies to target at-risk students can be found on the bottom part of the goal pages.

The following strategies are fully utilized within Jackson Park Intermediate to help all students reach state standards:

- A reading interventionist to provide academic support to low level readers using “Read About Software and computers
- ELL teachers and para for English Language Learners
- Implementation of Read 180 program
- After school teacher (with transportation) for extra reading and math support twice a week.
- Reading comprehension strategies that emphasize content vocabulary.
- Four Blocks structure for ELA block (2 hour block + 1/2 hour daily ELA intervention block).
- Implementation of Thinking Maps (graphic organizers) and Pathways to Proficiency
- Paraprofessionals to provide extra support to the classroom teachers during interventions.
- SIOP Training for Teachers
- Capturing Kids Hearts Training for all staff members
- Quarterly Grade Level Meetings (with substitute teachers provided) for teachers to support Path to Proficiency Training
- Professional Development (JAG U) focusing on Reading Comprehension and process writing takes place in the summer with stipends being paid to staff that participate.

Core committees review the student performance data and based on the findings do a thorough investigation of effective strategies to address our needs. The research to support each strategy is specifically identified immediately following the strategies on the following goal pages.

Review and sharing of effective strategies to improve student achievement are shared formally and informally through many

avenues across the building. Building-wide strategies and/or resources are reviewed and discussed by the School Improvement Team prior to implementation and/or purchase. A key part of any decision is a review of the research that supports a strategy or purchase.

Jackson Park conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Jackson Park's School Improvement planning process include, but are not limited to:

1. Student Achievement Data: MEAP, ELPA, and District Standards-based data (all district standards are aligned with state GLCE's)

2. School Program/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually. Team 21/21st Century afterschool program for at-risk students) evaluations and regular review of attendance and discipline data.

3. Student/Teacher/Parent perception data:

a. Student Perception Data: A student survey is administered annually to gather formal perception data from students for their experiences at Jackson Park. Informal data is also gathered on an "as needed" basis.

b. Teacher Perception Data: The school improvement team surveys staff as issues arise that are critical to the success of the school improvement process. These steps ensure that the school improvement team receives feedback from all staff to ensure that all teachers feel involved in the building school improvement process. Staff members are always invited and encouraged to attend school improvement meetings. Agendas are sent out in advance and minutes sent immediately after meetings to ensure everyone "stays on the same page".

c. Parent Perception Data: a survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents is also readily shared with the school improvement team to ensure that small problems remain small. Regular feedback is also received through the parent organization.

4. Demographic Data: is readily available in an aggregate form in the district's profile reports and available by individual student in the data warehouse (the "live" district database). Data is broken out by gender, free lunch, reduced lunch, ELL, students with disabilities, and ethnicity. Total populations of any subgroup can be easily correlated with academic performance. This data base makes it very easy for SI members as well as any staff member, to identify special populations that need targeted strategies down to the identification of the individual student.

Jackson Park provides daily interventions during the school day for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified Para-educator and other highly qualified instructional staff. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including students from all major subgroups.

Jackson Park offers after school intervention opportunities after school as well. These intervention opportunities include time after school for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified para-educator and other instructional staff. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including at-risk students and high performing students.

Jackson Park follows the district standards based curriculum. Some features of this curriculum and how it is implemented at Jackson Park:

- District standards group GLCE's to ensure all GLCE's are taught and assessed
- Report cards, sent home quarterly, list mastery level by each standard as one method of communicating student progress to parents
- All teachers in the district, including teachers at Jackson Park are involved with the development and ongoing revision of the curriculum
- Standard at each grade level are assessed with a common assessment to ensure a consistent measure of progress
- Teachers have easy access to all grade level curriculum maps on the district website, enabling teachers to easily access standards, resources and assessments for students operating above or below grade level for any reason

(including special education students). This ensures a high level of rigor and a continuing focus on standards for all students.

- The standards assessment data is one of the key pieces of data used on an ongoing basis throughout the school year.
- Each standard has defined proficiency (usually 80%), with re-teaching and re-assessing occurring on an ongoing basis until students demonstrate proficiency. Each quarter, teachers receive a printout summarizing each student's progress on each standard. Quarterly meetings are held between the principal and each teacher individually to discuss the progress of each student, and interventions for students not yet meeting the standards.
- Instructional materials are provided by the district in all core area to support teachers as they implement the curriculum. For reading instruction, the primary resource is Houghton Mifflin; for writing instruction, the primary resource is 6 Traits; for math instruction, science and social studies is supported by a variety of resources aligned with standards/GLCE's.

The Title I school wide goals for Jackson Park are the same school improvement goals as the PA 25. Details provided on the goal page meet all requirements of PA25 and exceed the expectations for schoolwide Title I.

Goal Name: Reading

Student Goal Statement: All students will be proficient in reading.

Gap Statement:

Fall 2009--5th and 6th grade students exceeded AYP (83% proficient and 90% proficient respectively) overall as measured by the MEAP reading assessment. All subgroups except Special Education and ELL at 5th grade and special education at 6th grade made AYP. Our ultimate goal is 100% of all students scoring proficient on the MEAP reading assessment.

Local district measure -- The Scholastic Reading Inventory (SRI) is used to assess reading comprehension. 2010-2011 data shows in both 5th and 6th grades, 9% of student's improvement in comprehension skills over the year moving from Basic to Proficient.

Fall 2010-- 5th and 6th grade students exceeded AYP (83% and 84% proficient respectively) overall as measured by the MEAP reading assessment. All subgroups except Special Education at both 5th and 6th grade made AYP. Our goal continues to be 100% of students scoring at a proficient level on the MEAP reading assessment.

Our goal was for 85% of students to score proficient on the fall 2010 MEAP. We fell just short of this goal with 83% of 5th graders and 80% of 6th graders scoring proficient.

Cause for Gap:

Throughout the elementary grades, we have not focused on reading comprehension as a continuum as students encounter more challenging vocabulary and sentence structure as they progress through the grades. In the past, the focus has been on early literacy skills such as fluency and phonics, with the assumption that this foundation would lead to higher levels of comprehension in the later grades. The upper elementary teachers need to place more emphasis on explicit teaching of reading comprehension strategies.

The explicit teaching of reading comprehension strategies using the Houghton Mifflin reading program in the both 5th and 6th grade in 2010-2011 has proved to be effective as reading scores as measured by the MEAP with 23% of 5th graders and 30% of 6th graders showing Significant Improvement on the MEAP.

Success Criteria and multiple measures/sources of data used to identify this gap in student achievement:

- MEAP reading items analysis
- SRI (Scholastic Reading Inventory) data
- ELPA data
- School profile data as summarized in the CNA Parent and staff survey data

Successful completion of the goal will be determined by:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP reading test.

2009-2010--SRI –Lexile score of 750 or above for 5th graders and 850 and above for 6th graders. (Once baseline data is collected, annual targets will be set).

2010-2011 With our focus now on the National Core Curriculum standards, it was necessary to increase the base Lexile Proficiency score from 750 to 850 in 5th grade and from 850 to 950 in 6th grade. We continue to focus on excellence challenging ourselves and students to achieve the highest levels possible.

Objective Name: Improving student achievement in reading.

Objective Statement:

85% of student's proficient on the fall 2011 reading MEAP test.

Strategy Name: Reading Comprehension

Strategy Statements:

1. All teachers will explicitly teach reading comprehension strategies in the "Guided Reading" block of language arts instruction on a daily basis.
2. Paraprofessionals will provide additional support in reading comprehension strategies to students during the Intervention block
3. Reading comprehension strategies, such as identifying relationships, cause and effect, drawing conclusions, making inferences, compare and contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.

Select Challenges:

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has "implemented" or is "exemplary" in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

- Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Research Citations: Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading and writing is highly correlated with comprehension
- * Provide for lots of in-class reading and process writing, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading
- * Kids need to be specifically taught how to write within a process (and that process needs to include editing and revision skills)

Activity Name: Reading comprehension strategies.

Activity Description:

1. All teachers will explicitly teach reading comprehension strategies in the "Guided Reading" block of language arts instruction on a daily basis.
2. Paraprofessionals will provide additional support in reading comprehension strategies to students during the Intervention block.
3. Reading comprehension strategies, such as identifying relationships, cause and effect, drawing conclusions, making inferences, compare and contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.
4. All teachers will be trained in SIOP to support our ELL students and close existing gaps.
5. All teachers will be trained in the use of Pathways to Proficiency to augment the Thinking Maps training already done.
6. Capturing Kids Hearts Training for all staff members

Planned staff responsible for implementing activity:

All instructional staff who teach reading at Jackson Park Intermediate School will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

Monitoring:

- The principal and assistant principal will monitor the implementation of this activity through classroom visitations conducted during the guided reading block bi-monthly.
- Quarterly analysis of SRI data will be conducted at grade level meetings and SI meetings.

Planned Timeline: Beginning Date: September 8, 2010 Ending Date: June 2, 2011

Resources:

1. Paraprofessionals will provide additional instruction for students needing extra support for developing reading comprehension skills
2. Substitute teacher costs for bi-monthly core subject team meetings to provide opportunities for teachers to collaborate and share ideas re: Path to Proficiency
3. A reading interventionist will use Scholastic Read About software to remediate low level readers.
4. Implementing Thinking Maps school-wide as an organizational tool with Pathway to Proficiency.
5. An after-school reading teacher will work with students twice a week to offer additional support. Transportation will be provided to students participating after school.
6. Implementing Scholastic Read 180 with our Special Education/at risk students to improve reading comprehension and skills.
7. Three (3) NetBooks per core classroom will be available to enhance specifically targeted skill instruction during the reading intervention block each day.

Goal Name: Writing

Student Goal Statement: All students will demonstrate proficiency in writing.

Gap Statement:

37% of our current 5th graders and 62% of our current 6th graders scored proficient on the fall 2008 MEAP writing assessment. This compares to 44% of 5th graders and 63% of 6th graders scoring proficient statewide on the MEAP writing assessment.

Due to changes in the content of the MEAP test, 5th and 6th graders are no longer required to take a MEAP writing assessment. Therefore, data is not available for the 2009-2010 year. 7th graders were required to take a writing MEAP assessment, however fall 2010 results were not available.

Fall 2011 7th grade MEAP writing assessment results indicate 47% of student scoring proficient.

Cause for Gap:

The writing process is developmentally challenging. Students need more practice in the writing process. In the past 5 years, we have developed a consistent process and language for teaching writing and have provided substantial professional development for elementary teachers. Teaching writing is different than teaching a

content area, and teachers come to the classroom with widely varying degrees of background and expertise. Writing poses special difficulties for our students who are learning English. A new language is acquired first in spoken language, then reading, and lastly writing.

Multiple measures/sources of data used to indentify this gap in student achievement:

- MEAP writing item analysis
- WR:2 (5th Grade) and WR:3 (6th Grade) Data (Local district assessment for process writing that uses grade level rubrics -- criteria aligned with MEAP writing expectations, uses 6+1Writing as a framework to organize criteria
- School profile data as summarized in the CNA Parent and staff survey data

Criteria for success and data or multiple measures of assessment that will be used to monitor progress and success of this goal:

Successful completion of the goal will be determined by:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP writing test.

WR:2(5th Grade) and WR:3 (6th Grade) – 60% of students will receive a Proficient score on the appropriate grade level rubric by the end of the school year. Data is collected as a baseline at the start of the school year and formally once each semester to monitor student progress.

Objective Name: Improving student achievement in writing.

Objective Statements:

Because the State of Michigan no longer assess writing at the 5th and 6th grade level, goals are based on local writing measures and 7th grade MEAP writing assessment results.

57% (10% increase from spring 2011) of 5th graders will score proficient (80% or higher) on the spring 2012 WR:2 Writing Assessment.

76% (10% increase from spring 2011) of 6th graders will score proficient (80% or higher) on the spring 2011 WR:3 Writing Assessment.

Fall 2011- 57% (10% increase from fall 2010) of 7th graders will score proficient on the fall 2011 MEAP writing assessment.

Strategy Name: Process Writing

Strategy Statement:

Until MEAP data becomes available from the state of Michigan, Jackson Park will base curricular and instructional decisions for writing on our local Writing Standard Assessments using 6+1 Traits instructional materials.

1. Teachers will use Writing Diner (Hargis) strategies for explicit writing instruction.
2. Teachers will use Houghton Mifflin writing workshop lessons integrated in the curriculum to increase awareness of and practicing with assessed writing skills and strategies.

Select Challenges:

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has "implemented" or is "exemplary" in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

- Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Research:

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that..."

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading and writing is highly correlated with comprehension
- * Provide for lots of in-class reading and process writing, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading
- * Kids need to be specifically taught how to write within a process (and that process needs to include editing and revision skills)

Activity Name:

All teachers will explicitly teach the writing process using the 6+1 Traits and supplement with lessons from the Writing Diner (Hargis) on a daily basis to provide a common structure and language for writing. Daily writing for students is a critical component of the writing block instruction. Paraprofessionals will provide additional support in the writing process to students during the writing block.

Instruction will focus on areas of weakness as indicated on the Fall 2010 7th grade writing MEAP including improvement on the writing traits of Style and Voice while continuing to instruct and demonstrate skill in the traits of Organization and Content.

Activity Description:

- (1) All teachers will teach process writing during the writing block of language arts. Some element(s) of process writing will be incorporated into daily writing instruction.
- (2) Paraprofessionals will provide additional support in process writing to students during the writing block.
- (3) Teachers will be trained in the use of Sheltered Instruction of Protocol (SIOP) to help support ELL and at risk students.
- (4) Teachers will be trained in the use of Pathways to Proficiency
- (5) Capturing Kids Hearts Training for all staff members

All staff will use Thinking Maps to increase critical thinking skills, analysis of information (compare/contrast), and vocabulary development and apply those skills to pieces of writing both narrative and non-fiction.

Planned staff responsible for implementing activity:

All instructional staff that teaches reading at Jackson Park Intermediate School will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

Monitoring:

- The principal and assistant principal will monitor the implementation of this activity through classroom visitations conducted during the writing block bi-monthly.
- Baseline and semester analysis of WR:2 (5th Grade) and WR:3 (6th Grade) data will be conducted at grade level meetings and SI meetings.

Planned Timeline: Beginning September 8, 2011 Ending June 2, 2012

Resources:

1. Paraprofessionals will provide additional instruction for students needing extra support for developing process writing skills.
2. Substitute teacher costs for bi-monthly core content grade level meetings and implementation of bi-monthly department meetings to train in Path to Proficiency

Goal Name: Mathematics

Student Goal Statement: All students will demonstrate proficiency in mathematics.

Gap Statement:

Our current 5th grade students exceeded the current AYP target of 74% (75 proficient) overall as measured by MEAP.

Our current 6th grade students exceeded the current AYP target of 66% (85% proficient) overall as measured by MEAP.

AYP was also achieved by all subgroups at 5th grade except subgroup: Students with Disabilities (44%) and Black (59%) as measured by MEAP in math.

AYP was also achieved by all subgroups at 6th grade except subgroups: Students with Disabilities (48%) and Black (66%) as measured by MEAP in math.

Local district measure -- district math standard assessments at each of grade 5 and 6 has been identified as serving as an "indicator of success" in math. NB 5:3 indicates that 42% of students currently achieve mastery of this standard. NB 6:4 indicates that 81% of students currently achieve mastery of this standard. District and building expectations are that all students will demonstrate mastery of these standards (mastery is determined as students achieving 80% or higher on the district assessment at 5th grade and 60% or higher on the district assessment at 6th grade).

Cause for Gap:

A review of MEAP data item analysis indicates that word problems are more difficult for all of our students than number problems, regardless of the particular math function assessed. Overall reading comprehension, including vocabulary continues to surface as a key part of why students struggle with word problems in math. Challenging vocabulary for our students is as follows: 3D solids, transformations, angle descriptors, prime, mean (average), etc.

Special Education students that used the MEAP accommodations CD performed significantly better than Special Educational students that did not use the CD to take the MEAP test.

Measures/sources of data used to identify this gap in student achievement and criteria of success and measures that will be used to monitor the progress of this goal:

MEAP math items analysis

District developed common assessments aligned with the state GLCE's for quarterly grades NB5:3 and NB6:4

ELPA data

SRI (Scholastic Reading Inventory)

SMI (Scholastic Math Inventory)

School profile data as summarized in the CNA

Parent and staff survey data

Successful completion of the goal will be determined by:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP math test.

Increasing numbers of students receiving passing grades on targeted math standards as identified -- NB 5:3(5th grade indicator standard -- current passing rate is 42%) and NB 6:4 (6th grade indicator standard -- current passing rate is 81%).

Objective Name: Improving student achievement in mathematics.

Objective Statements:

85% of students will score proficient on the math MEAP test by fall, 2010.

Strategy Name:

(1)Reading comprehension strategies that emphasize vocabulary will be taught to students as part of math instruction.

(2)Strategies to reinforce student proficiency of Computation of Fractions and Ratios and Proportions will be taught to students as part of math instruction.

Strategy Statements:

- (1) Teachers will incorporate reading comprehension strategies, including vocabulary, into their daily teaching of mathematics.
- (2) Teachers will incorporate strategies to reinforce student proficiency of computation of fractions and ratios and proportions into their daily teaching of mathematics.

Select Challenges:

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has “implemented” or is “exemplary” in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

- Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Research:

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

Readers who comprehend well are also good decoders

Teach decoding and word recognition strategies

Time spent reading and writing is highly correlated with comprehension

Provide for lots of in-class reading and process writing, outside of class reading, independent reading

Encourage kids to read more and read widely - develop a passion for reading

Kids need to be specifically taught how to write within a process (and that process needs to include editing and revision skills)

TIMS Project research; Understanding by Design by Wiggins and McTighe; Professional Learning Communities by Rick and Becky DuFour, and Robert Eaker; Elementary and Middle School Mathematics: Teaching Developmentally by John Van de Wall; Classroom Instruction that Works by Robert Marzano et. al.; Worksheets Won't Grow Dendrites by Marcia Tate; support...

Re-teaching math concepts that students have not learned and reassess these concepts

Use warm-up activities as a spiral review of math concepts throughout the year.

Activity Name:

- (1) Reading comprehension strategies that emphasize vocabulary will be taught to students as part of math instruction.
- (2) Strategies to reinforce student proficiency of Computation of Fractions and Ratios and Proportions will be taught to students as part of math instruction.

Activity Description:

- (1) Teachers will incorporate the following reading comprehension strategies into their daily teaching of mathematics.

Relationships

Cause and Effect

Drawing conclusions

- (2) Teachers will be trained in the use of Sheltered Instruction of Protocol (SIOP) to help support ELL and at risk students.

- (3) Teachers will be trained in the use of Pathways to Proficiency

- (4) Teachers will incorporate the following computation of fractions and ratio and proportion strategies into their daily teaching of mathematics.

Reteach and reassess concepts not mastered

Use math warm-up as a spiral review each day throughout the year

- (5) Capturing Kids Hearts Training for all staff members

Planned staff responsible for implementing activity:

All instructional staff that teaches mathematics at Jackson Park Intermediate School will be responsible for implementing these activities. This includes all teachers and paraprofessionals

Monitoring:

The principal and assistant principal will monitor the implementation of this activity through classroom visitations conducted during the math instructional block bi-monthly.

Quarterly item analysis of district assessments to compare student success on word problems vs. number problems will be conducted at SI meetings

Planned Timeline: Beginning Date: September 7, 2011 Ending Date: June , 2012

Resource:

No direct resources are needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in math. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other.

Goal Name: Science

Student Goal Statement: All students will demonstrate proficiency in science.

Gap Statement:

Our current 5th students were 70% proficient overall as measured by the MEAP 5th grade science assessment as compared to the state average of 78% proficiency, which does not show a significant gap. However, within subgroups, 56% of African American students, 46% of English Language Learners, and 38% of students with disabilities were proficient on the fall 2010 Science MEAP. This represents a 14% gap for African American students, a 24 % gap for English Language Learners, and a 32% for students with disabilities.

Local district measure -- one district science standard assessment at grade 5 identified as serving as an indicator of success is LF 5:3 where 87% of the students achieved mastery. This assessment is a measure of the content, not reading comprehension in science. The current 5th grade assessments do not include significant reading comprehension so we are in the process or rewriting the assessments in order to include reading comprehension to have data that will reflect a change. On the LF 6:1 Environmental standard 57% of the students were proficient at 80%. This assessment is also a measure of the content and not reading comprehension in science. We will also be looking at rewriting some of the assessments in order to include the reading comprehension.

Cause for Gap:

A review of MEAP data item analysis indicates that "Reflecting on Science" is more difficult for all of our students than other areas of science. Overall reading comprehension, including vocabulary continues to surface as a key part of why students struggle in their ability to reflect on scientific topics and information.

Multiple measures/sources of data used to identify this gap in student achievement and success criteria to monitor student progress of this goal.

- * MEAP science items analysis
- * District developed common assessments aligned with the state GLCE's for quarterly grades
- * ELPA data
- * SRI (Scholastic Reading Inventory) data
- * School profile data as summarized in the CNA
- * Parent and staff survey data

Successful completion of the goal will be determined by:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP science test.

Increasing numbers of students receiving 80% on the on targeted science standards: 5th Grade:
6th Grade:

Objective Name: Improving student achievement in science.

Objective Statement:

70% of 5th grade students will score proficient on the science MEAP test by fall, 2011.

Strategy Name:

Science Start Ups 2-3 times per week (5 minutes at the beginning of the class)

Reading comprehension strategies that emphasize vocabulary will be taught to students as part of science instruction.

Strategy Statement:

Teachers will incorporate reading comprehension strategies, including vocabulary, into their daily teaching of science.

Select Challenges:

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has “implemented” or is “exemplary” in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

- Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Research:

Summary of the (U.S.) *National Reading Panel Report*

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary and comprehension"

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading is highly correlated with comprehension
- * Provide for lots of in-class reading, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading

Activity Name: Reading comprehension strategies that emphasize vocabulary will be taught to students as part of science instruction.

Activity Description:

(1) Teachers will incorporate the following reading comprehension strategies into their daily teaching of science.

- Relationships
- Cause and Effect
- Drawing conclusions
- Word Walls
- Thinking Maps

(2) Capturing Kids Hearts Training for all staff members

(3) Teachers will be trained in the use of Sheltered Instruction of Protocol (SIOP) to help support ELL and at risk students.

(4) Teachers will be trained in the use of Pathways to Proficiency

Planned staff responsible for implementing activity:

All instructional staff that teach science at Jackson Park Intermediate School will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

Monitoring:

The principal and assistant principal will monitor the implementation of this activity through classroom visitations conducted during the science instructional block.

Planned Timeline: Beginning Date: September 7, 2011 Ending Date: June_2, 2012

Resources:

No direct resources are needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in science. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other.

Goal Name: Social Studies

Student Goal Statement: All students will be proficient in the area of social studies.

Gap Statement:

Our current 6th grade students were 77% proficient overall as measured by the MEAP 6th grade social studies assessment, as compared to the state average of 75% proficiency, which does not show a significant gap. However, within subgroups, 64% of African American students, 39% of English Language Learners and 46% of students with disabilities were proficient on the fall 2010 Social Studies MEAP. This represents a 13% gap for African American students, a 38% gap for English Language Learners, and a 31% gap for students with disabilities.

Local district measure -- one district social studies standard assessment at grade 5 and grade 6 have been identified as serving as an "indicator of success" in social studies. HI 5:1 will be used at 5th grade with 100% of the students' proficient. Proficiency is defined as 80% on the local assessment. 6th grade students will use HI 6:1 as a local indicator with 100% of the students' proficient. Proficiency is defined as 80% on the local assessment.

Cause for Gap:

A review of MEAP data item analysis indicates that Historical Perspective, Economics, and Civics/Government are more difficult for all of our students than the area of Geography. Overall reading comprehension, including vocabulary continues to surface as a key part of why students struggle in their ability to reflect on historical perspectives and information.

Multiple measures/sources of data you used to identify this gap in student achievement and success criteria for monitoring student progress of this goal:

- * MEAP social studies items analysis
- * District developed common assessments aligned with the state GLCE's for quarterly grades (HI 5:1; HI 6:1)
- * ELPA data
- * SRI (Scholastic Reading Inventory) data
- * School profile data as summarized in the CNA
- * Parent and staff survey data

Successful completion of the goal will be determined by the following measures:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP science test.

Increasing numbers of students receiving 80% on targeted social studies standards as identified -- HI 5:1 (5th grade indicator standard) and HI 6:1(6th grade indicator standard).

Objective Name: Improving student achievement in social studies.

Objective Statement:

87% of 6th grade students will score proficient on the social studies MEAP test by fall, 2011.

Strategy Name: Reading comprehension strategies that emphasize vocabulary will be taught to students as part of social studies instruction.

Strategy Statement:

Teachers will incorporate reading comprehension strategies, including vocabulary, into their daily teaching of social studies.

Select Challenges:

A review of the past 2 years of process profile data (Ed YES! 40 essential rubrics) indicate that Jackson Park has “implemented” or is “exemplary” in all of the benchmarks under the 5 strands. One area that received an "implemented" score that we chose as an identified area of focus:

Strand 2 (Leadership) Standard 2 (Shared Leadership), Benchmark A (School Culture and Climate) – II.2.A.4 – Staff creates an environment conducive to effective teaching and learning.

Research:

Summary of the (U.S.) *National Reading Panel Report*

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Pre-teaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary and comprehension"

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading is highly correlated with comprehension
- * Provide for lots of in-class reading, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading

Activity Name: Reading comprehension strategies that emphasize vocabulary will be taught to students as part of social studies instruction.

Activity Description:

(1) Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies.

- Relationships
- Cause and Effect
- Drawing conclusions

(2) Teachers will be trained in the use of Sheltered Instruction of Protocol (SIOP) to help support ELL and at risk students.

(3) Teachers will be trained in the use of Pathways to Proficiency

(4) Capturing Kids Hearts Training for all staff members

Planned staff responsible for implementing activity:

All instructional staff that teach social studies at Jackson Park Intermediate School will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

Monitoring:

The principal and dean of students will monitor the implementation of this activity through classroom visitations conducted during the Social Studies instructional block bi-monthly.

Quarterly item analysis of district assessments to compare student success on word problems vs. number problems will be conducted at SI meetings.

Planned Timeline: Beginning Date: September 6, 2011 Ending Date: May 31, 2012

Resources:

No direct resources are needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in social studies. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other.

3. Instruction by Highly Qualified Professional Staff

a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements. All paraprofessionals at Jackson Park Intermediate School meet the No Child Left Behind highly qualified requirements. We have 3 full time Title I para-educators, 1 part time Title I paraeducator, 1 part time At Risk para-educator, and 1 full time Special Education para-educator. This is on record with the district's Human Resources Department.

b. Provide an assurance statement that all teachers are highly qualified.

All teachers at Jackson Park Intermediate School meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

Additional Note: At the end of the 2008-2009, 2009-2010 and 2010-2011 school year, Jackson Park's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of three elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries were taken out and sent to a newly created 5th/6th grade intermediate school at Jackson Park. The 6th grade was removed from Newhall and sent to Jackson Park. The 7th/8th graders were taken out of Jackson Park and placed at Newhall Middle School. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Jackson Park continues to be part of the highly qualified staff of Wyoming Public Schools.

4. Attracting and Retaining Highly Qualified High Quality Staff

a. The teacher turnover rate at our school is:

At the end of the 2008-2009 school year, Jackson Park's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings, as well as reorganizing the middle schools. Fifth grade students from all of the elementaries except Oriole Park, were taken out of the elementaries and sent to a newly created 5th/6th grade intermediate school at Jackson Park, and all 7th/8th grade students will attend the newly created Newhall Middle School. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Jackson Park continues to be part of the highly qualified staff of Wyoming Public Schools.

b. The table below identifies the experience level of key teaching and learning personnel at Jackson Park Intermediate School:

Number of Years Teaching Exp.	Number of Teachers	Percentage of Teaching Staff
Over 15 years teaching exp.	9	28%
9-15 years teaching exp.	12	37%
4-8 years teaching exp.	11	35%
0-3 years teaching exp.	0	0%

Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	5	16%
MA	15	45%
MA + 30	12	39%

There is not a high teacher turnover rate at our school.

Jackson Park is able to attract new teachers by having a reputation as being a high performing school that values staff input and involves them in all decisions that affect them. Along with competitive salary, reimbursement for classes and providing a safe environment to work, Jackson Park is committed to the process of Professional Learning Communities.

5. High Quality and On-Going Professional Development

Jackson Park Intermediate School supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. Professional Development is an essential part of building initiatives.

2010-2011 Building Level Professional Development Calendar

Timelines	Activity	Participants	Evaluation
8/30/11	Two hours related to Dibles Next Training and two hours related to MiBLSi Training	All instructional staff	Staff on-line or hard copy survey, attendance logs, and minutes
8/31/11	JAG University School Improvement Training. 7 hours.	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes
9/1/11	7 hours related to Path to Proficiency training.	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes
11/11/11	7 hours related to Path to Proficiency	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes
3/22/11	3 hours related to SIOP training	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes
6/1/11	2 Hours Building PD related to final data review and wrap u.	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes
Sept., Nov., Jan., March.,	Department Path to Proficiency training and data review	All instructional staff	Staff online or hard copy survey, attendance logs, and minutes

6. Parental Involvement

a. Describe how parents are involved in the design, implementation and evaluation of the

schoolwide plan:

Parent, guardian and community involvement is critical to student success.

At Jackson Park Intermediate School parents were involved in the development of the plan in the following ways:

1. Parents were invited and participated in work sessions to develop the Title I Plan.
2. The plan has been made available to parents and they were asked, as part of our parent survey, about the readability and reader friendliness of the plan.
3. Parents were a part of the development of the Home-School Compact.
4. Parents serve as regular members of the Jackson Park School Improvement Team.

b. School Level Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

A school-level parent involvement policy is in place that meets the NCLB requirements. The school-level parent involvement policy follows.

Parent Involvement Policy

Jackson Park School staff will:

- * Provide a safe, positive learning environment.
- * Show that we care about all students and respect the uniqueness of all students and their families.
- * Deliver a high quality curriculum through motivation and interesting learning experiences.
- * Address each student's needs and encourage individual talents.
- * Value and respect the importance of parents' role in education of their children.
- * Communicate academic progress and attendance concerns through report cards, notes, phone calls and newsletters.
- * Establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in the activities.
- * Help parents to support learning and positive behavior at home.

Parents or Guardians are requested to:

Encourage their children's development and progress in school. For example:

- * Provide representation on the Annual Title I Review Committee.
- * Read and listen to them regularly and make reading part of their child's day.
- * Review and discuss schoolwork and homework. This includes offering assistance when needed.
- * Ensure that their children attend school on time each day and are ready to learn.

Show the value of learning self-control and hard work. For example:

- * Help their children see how school learning is needed in the real world.
- * Recognize and praise their children's efforts and progress.

Contribute to good home/school communication. For example:

- * Share information with school staff about unique family or child circumstances that may affect their children at school.
- * Read newsletters, notes, and other communications and discuss and/or respond when needed (or appropriate).
- * Participate in parent-teacher conferences and attend IEP meetings, and open houses.
- * Share concerns about their children and work together with school personnel, to resolve problems.

c. NCLB Section 1118 Activities

1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress

Jackson Park assists parents in understanding state's curriculum and assessments in the following ways:

1. Literacy Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.
2. Parents are also informed of any changes in grading/recovery policies and assessments through letters, as needed.
3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to

keep parents informed of how their child(ren) are doing in all their classes.

4. Parents receive a copy of MEAP scores and SRI Reports and are offered the opportunity to interpret these scores in the SI team.

5. "Parent Connect", an instructional website is available to monitor their child(ren)'s progress in classes, as well as be informed on issues related to attendance, discipline, as well as a direct e-mail connection to facilitate communication with teachers.

6. Parents receive a newsletter quarterly with information from teachers, coaches, administrators, about academics as well as extracurricular events.

7. Team websites are maintained with academic timelines and information

8. A weekly e-news letter is sent via Mail Chimp (\$200) with parent information.

2. Provide materials and training to help parents work with their children

Parent and student orientation is held the week before school begins to advise parents of behavioral and academic expectations. Snacks are served to increase attendance. (\$200)

Literacy Nights are held to address issues on a variety of topics, such as academics, parenting tips, behavior issues recommended by administrator and counselors. A stipend is paid to staff members organizing the event. Food is also served to increase attendance. (Total budget \$1300)

A parent is used (\$500 stipend) to coordinate parents for classroom and after school support

A "Love and Logic" class will be held in the month of January (4 sessions). Title I funds are used to pay the trainer, provide support materials, snacks, and child care. (\$200)

3. Train staff to build effective parent involvement

Monthly meetings facilitated by principal to develop effective tools to develop/provide/implement methods for all staff to work effectively with parents.

4. Collaborate with other programs to coordinate parent involvement

* Jackson Park has an active Parent Teacher Organization

* Jackson Park Intermediate works together with TEAM 21 to incorporate family activities throughout the school year. A school calendar is provided at the start of the school year detailing said activities to promote parent involvement.

* A district school calendar coordinates all events in order to maximize all parent involvement opportunities.

* All programs will communicate with parents on a regular basis through meetings, newsletters, or conferences

5. Provide information in a format and language that parents can understand

Any and all communication from school is sent home in the language of the parent's choice. This information is gathered in the beginning of the year and becomes a regular part of our information management system. When meetings are held at school an interpreter is available to be sure parents have equal access to the information being shared.

14. Provide other reasonable support for parent involvement as parents may request

The district always looks to support the efforts of school staff in meeting and/or accommodating parents to support their efforts in being involved in their child's education and the school setting in general. These requests are encouraged through any method so parents can have their needs met in a timely and accommodating manner. Although all requests will be heard, not all may be met for a variety of reasons. These reasons should be justified and explained fully to parents and when possible, provide an alternative solution or source for meeting their request.

In the event parents are unable to attend meetings at school a home visit is arranged. Any additional support that is requested by the parents will be honored if at all possible, but is handled on a case by case basis.

f. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children

All forms of communication are available to parents in parent-friendly language. School makes every effort to provide all forms of communication through translation and interpretation services when needed. Interpreters

are also provided at Parent Teacher Conferences as well as other important functions at school. It is vital that information is not only read in parent friendly language but also explained so parents understand.

d. Describe how you evaluate the parent involvement component of the schoolwide plan:

Jackson Park Intermediate evaluates parent involvement through the use of surveys in the fall and spring, holding parent meetings quarterly, providing a suggestion sheet in the quarterly newsletter, and inviting parent input at the SI meetings.

e. Explain how the results of the evaluation will be used to improve the school-wide program

Jackson Park's School Improvement team evaluates parent input on a continual basis;

*Suggestions received through our newsletter or during parent meetings or surveys are reviewed by the team and assessed for merit. A plan for improvement is developed in conjunction with parents on the SI Team.

*Data received through the parent surveys is evaluated and areas of need highlighted to devise strategies to improve involvement.

*Suggestions from parent School Improvement members are discussed and areas of need identified and addressed.

f. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school

Jackson Park Staff worked jointly with a committee of parents to develop the school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including:

1. The school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
2. Parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. The importance of parent teacher communication on an on-going basis through at least twice-annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

g. Describe how the compact is used annually at parent teacher conferences

The compact is given out at Open House and discussed by Classroom Teachers each year. Parents are given the opportunity to discuss it and ask questions at that time. The compact is then used at Parent Teacher Conferences to assess if each person that signed the compact is following through with what they agreed to.

h. Attach a copy of the School compact to this plan

See attachment

i. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results

Jackson Park provides quarterly report cards, Scholastic Reading Inventory results, MEAP data, and any assessment results in parent friendly language. Teachers maintain communication with parents via phone or e-mail, and provide parents with quarterly progress reports.

Jackson Park has school administration and staff provide test data and interpretation meetings to allow parents to ask questions.

7. Preschool Transition Strategies

Jackson Park Intermediate school stakeholders understand the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school.

Jackson Park Intermediate School enrolls students from 6 different elementary schools in the district. The following activities are used to help with the transition of these students:

- * Spring transition activities to parents and students in May.
- * Principal visits each elementary to get student input in May.
- * Principal meets with future parents of Intermediate School to get their input in May.
- * Future students visit the Intermediate School to take a tour of the building in May.
- * Fall "Meet and Greet" where students meet with their teachers and get additional information.

Jackson Park Intermediate School does not train pre-school teachers or parents.

8. Teacher Participation in Making Assessment Decisions

a. Describe how teachers participate in the selection, development and use of school based academic assessments.

For the last two years all teachers at Jackson Park have worked intensively with the district's middle school and elementary staff to map curriculum, to incorporate power standards, and design common assessments. All common assessments are stored on the district-wide website, and teachers regularly communicate about maintaining and improving these assessments.

b. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

All teachers are involved with data analysis at multiple levels for the purpose of improving student academic achievement for all students.

Using IGOR (the county data warehouse), the school improvement team consults the data of student scores on state assessments throughout the school year. The department heads then share the findings with their departments and the teachers work together to create common methods/interventions to improve student success. All teachers have access to the data on IGOR and are encouraged to continually use the data to guide their instruction.

The Scholastic Reading Inventory (SRI) is given several times a year to all students to evaluate reading ability. The teachers use the data to determine each student's reading level. The lexile scores are used to create individual methods/interventions to improve student success.

The Scholastic Math Inventory (SMI) is given several times a year to all students to evaluate mathematical ability. The teachers use the data to determine each student's level of math functioning. The SMI scores are used to create individual methods/interventions to improve student success.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level.

Wyoming Public Schools has developed or arranged easy access to a variety of databases that provide building level administrators and teachers with the information they need to identify the most academically at-risk students. The use of Data Mining, AS400, and IGOR (Kent County's data management system) allows easy access to a variety of data that can be manipulated, reviewed, and sorted in a variety of ways to develop student profiles.

At Jackson Park a variety of sources of data are utilized to identify the students having difficulty mastering state standards. MEAP data, district developed standards-based assessments, Scholastic Reading Inventory (SRI), which measures reading comprehension (grades 2-12), and the Scholastic Math Inventory (SMI) are used at Jackson Park to identify students that are experiencing difficulty by not meeting proficiency levels necessary to be at grade level.

Classroom teachers and paraprofessionals continually monitor student achievement using daily classroom activities, quizzes, common district assessments, and quarterly grade reports.

Data that reflects contributing factors, such as absences, tardies, behavior reports, etc. are also taken into consideration as

the school attempts to define strategies to intervene on a student's behalf.

Using the above mentioned measures, the classroom teacher then recommends at-risk students for a Child Study. Wyoming Public Schools utilizes a "Child Study" process for identifying students. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students

b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:

For students with continuous concerns, a child study process will be utilized to develop a required plan of assistance. This assistance could include classroom accommodations, team-teaching, Para support, supplemental class (es), mentor, community agencies, and more as noted in IEP's, 504 plans, or good instruction.

Jackson Park has daily interventions which are a designated block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing. After school opportunities are also offered through a combination meeting directly with teachers that have 1/2 hour time set aside to meet with students. A 21st Century Learning Center is also established. During this after school program, identified At-Risk students receive additional help by "Team 21" staff. Classroom teachers are available to students outside of school hours for additional tutoring and support, and assessment as needed by the students.

c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.

Collaboration is essential, between teachers at the same grade level, between schools, and between grade levels to assure a seamless transition for identifying students with needs and delivering support. Collaboration assures that differentiated needs continue, and is required to better understand the individual student and those practices/programs that deliver maximum support.

Jackson Park differentiates instructional strategies in a timely, effective manner, and additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Teachers receive training on a variety of strategies to meet the ever-changing needs of all students through literacy coaches, SI initiatives, or off-site workshops. These include a philosophy of meeting the needs of all learners, from the struggling to the proficient. For those students who need further differentiation, this may occur through a support program tailored to their need, including speech, ELL services, teaming, and more within the classroom or as an extension to the school day or year.

Staff has been trained in how to implement differentiated instruction. This training was provided during our opening day professional development called JAG University. Jag University agendas and minutes are turned in each year and kept on file with the district. Principal evaluation and walk throughs also focus on the development of differentiated instruction strategies.

Differentiated Strategies for Instruction include:

- *MiBISI/rewards
- *Summer School
- *Literacy Coach Assistance
- *Small group interventions
- *Team/Grade Level meetings
- *After school teacher/paraprofessional support with transportation
- *Team 21 (21st Century Learning Center)
- *Reading interventions with "Read About" software offering high interest, lexile specific material.
- *Classroom computers and E2020 used for reading interventions

10. Coordination and Integration of Federal, State, and Local Programs and Resources

Beginning with Even Start, Head Start, Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This data base has provided information to each program or building as the student moves through elementary, intermediate, middle, high school, and beyond. The information provided, which includes personal, academic, and demographic data, is utilized for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff in planning during a Child Study. This is a formal evaluation of a child's progress by a team, including staff and parents, to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

At the district level, use of the consolidated grant provides coordination of funds and support services to provide support to Jackson Park staff and students in a coordinated effort. Local agencies provide services on an as needed basis or when the function lies in their expertise area.

Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise.

Team 21 Century Learning Center (a cooperative effort between Wyoming Public Schools and the City of Wyoming Parks and Recreation Department) after school and summer program is housed at Jackson Park and is a considered a vital part of the school community. It services over one-third of Jackson Park students and is often filled to capacity.

This program offers additional academic support to those students identified as academically at risk as determined by standardized test scores (MEAP and SRI) and priority district standards in Language Arts and Math. Ongoing communication between Team 21 staff and Jackson Park teaching staff is a critical part of the program. The principal meets regularly with the Team 21 coordinator to insure alignment with school initiatives and monitor individual student progress.

The school also has received the MiBLSi Grant and is currently in the second year of that program. The grant has as its focus an integration of behavioral support, school wide behavior strategies, and integration of reading data.

The Federal SPLASH Grant is a nutrition grant that provides information and activities to students and families about healthy lifestyles and nutrition.

Jackson Park provides the Universal Breakfast program to ensure the nutritional needs of all students when they arrive in the morning.

Jackson Park Intermediate School partners with the county Family Outreach Program. This vital organization provides free counseling and support in the areas of violence prevention, anger management, family and individual counseling.

Schoolwide Component	Funding Source	Goal Areas	Programs
Comprehensive Needs Assessment	Title I, General Fund, 31a	1, 2, 3, 4, 5	Summer Schoolwide Network, Stipends for SI summer team, Bilingual Teacher, Paraprofessionals, Path to Proficiency training and materials, SIOP Training and materials, Subs for department meetings, Literacy and Library set-up, Scholastic Reading Inventory (SRI), and training. Intervention computers with E2020 software.
Schoolwide Reform Strategies	Title I, Title IIa, Title III, At-Risk 31a, Safe and MiBLSi	1, 2, 3, 4, 5	Reading Interventionist, stipends for summer PD, Transportation for after school reading /math program, after school reading and math teacher, Path to Proficiency training and

			materials, SIOP Training and materials, Bilingual Teacher, Paraprofessionals, Literacy Subs for department meetings, Literacy and Library set-up, Scholastic Reading Inventory (SRI), and training
Highly Qualified Staff	Title I, Title II, 31a At-Risk, General Fund	1, 2, 3, 4, 5	All staff meet the NCLB requirements of highly qualified.
Attracting and Retaining High Quality Staff	Title II a, General Fund, PTO Funds, Local Grants, and Internal Building Accounts	1, 2, 3, 4, 5	New teacher orientation, Mentor/Mentee Program, County Level PD, District PD, Meals during extended meetings and workshops, stipends for additional work outside regular calendar.
High Quality and On-Going Professional Developments	Title II a, General Funds, ISD Funding, various grants	1, 2, 3, 4, 5	“JAG U” PD Workshop, Path to Proficiency training and materials, SIOP Training and materials, Dibles Next Training, Capturing Kids Hearts Training.
Parental Involvement Strategies	Title I, PTO Funds, 21st Century, Title IIa, MiBLSi, SPLASH Nutrition Grant	1, 2, 3, 4, 5	Parent nights, transition visits, Parent teacher conference survey materials. E-news letter.
Preschool Strategies	General Funds, Title I, and Title IIa	1, 2, 3, 4, 5	Refreshments for open houses
Teachers Making Assessments Decisions	General Funds Title I, Title IIa	1, 2, 3, 4, 5	SRI/SMI reports curriculum mapping, department meetings, Intervention and Department PD meetings, Schoolwide planning process, Dibles,
Timely and Additional Assistance	At-Risk 31a, Title I, Title III, 31a, 21st Century	1, 2, 3, 4, 5	Extended Learning Summer and after school opportunities with transportation, Intervention Support, English Language Learner services, Paraprofessional Support, reading Interventionist. Path to Proficiency training and materials, SIOP Training and materials.
Coordination of Programs and Resources	Title I and district funds	1, 2, 3, 4, 5	The Coordination of Funds is completed by the business officials, Assistant Superintendent of Curriculum, Administrators, and staff.

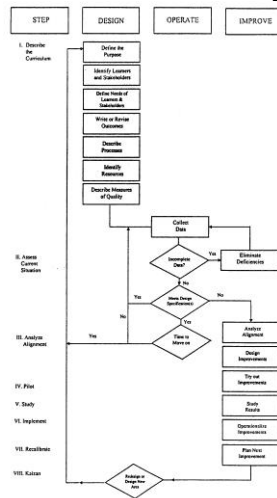
D. Curriculum Alignment

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team and Building Improvement Teams continually strive to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level entire staff works together on three occasions for ½ days during the school year related to curriculum alignment and overall improvement of student achievement. This involves new learning related to proper development, instructing, and assessing the curriculum. In addition each building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

Description of District Curriculum Development Process Flowchart



E. Use of Community Resources and Volunteers and Resources

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families. Jackson Park Intermediate School is committed to implementing professional development opportunities that are supported by student data and the school improvement plan. The staff has been in-serviced on and use best practice reading strategies and will continue to review and reinforce those strategies until our goal of improving reading comprehension is achieved. We will continue to bring in "experts" in the area of reading/writing and any areas that the SI team feels needs attention. Administrators provide accountability by performing walk-through evaluations of all teachers and provide necessary feedback. School-wide strategies are in place and utilized on a regular basis.

F. Adult Roles in Community Education, Libraries, and Community Colleges

Wyoming Public Schools has defined skills that are promoted, developed, and demonstrated throughout their K-12 experience. These skills are not as much content specific, but those necessary skills for a person to demonstrate as an effective and successful citizen in society. When feasible and practicable, partnerships have been developed with local educational institutions, including libraries, businesses, community colleges and universities, and government to provide instructional opportunities at school or in the community. Each school sets up its partnerships and opportunities based on age appropriateness and student needs.

General Learner Outcomes (GLO's) and Descriptors

1. The student will demonstrate the ability to communicate effectively.
 - * Demonstrate verbal, quantitative, technical, visual, and aural literacy.
 - * Demonstrate the ability to communicate in at least two languages, one which is English.
2. The student will demonstrate critical thinking.
 - * Demonstrate observation skills
 - * Draw reasonable inferences from observations
 - * Perceive and make classifications schemes to organize inferences
3. The student will demonstrate creative thinking.
 - * Demonstrate fluency, flexibility, elaboration, and originality
 - * Develop intellectual, artistic, and practical ideas and/or products
 - * Assess creative works by reflecting on the originality, purpose, and quality of work
4. The student will demonstrate skills in problem solving.
 - * Define problems
 - * Select appropriate frameworks, strategies, and resources to solve problems
 - * Implement and evaluate solutions to problems
 - * Create or adapt to change in social or work life
5. The student will demonstrate skills as a self-directed learner and achiever.
 - * Demonstrate self-esteem
 - * Demonstrate self motivation and self-discipline
 - * Self-assess performance as a learner according to academic, social and personal standards
 - * Set educational and career goals
6. The student will demonstrate skills for effective social interaction and cooperative work.
 - * Identify, analyze, and evaluate behavior of self and others in a group situation
 - * Work cooperatively to accomplish a goal
 - * Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures
7. The student will demonstrate effective local, state, national, and global citizenship.
 - * Contribute time, energy, and talent to improve the welfare of the world community
 - * Contribute time, energy, and talent to preserve and enhance the environment
 - * Analyze and evaluate possible solutions to social and political problems
8. The student will contribute time, energy, and talent to personal and physical well-being.
 - * Self-assess fitness level through knowledge of a healthy life style

G. Methods for Effective Use of Technology

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district has a state approved technology plan through the year 2012 which guides district and school initiatives. At the same time, district technology personnel provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs related to curriculum development, implementation, and assessment as well as the evaluation of programs. Each school side used this information to tailor needs to develop and implement their school improvement plan strategies, including but not limited to school day and extended day opportunities.

In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Each school has constant access to each other school's data, school improvement plans, and more to assist in their efforts for smooth transitioning, effective implementation of their own plans (with ideas and more), and to collaborate on issues as appropriate.

Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices before, during, and after the school year. These resources are continually updated and altered as necessary to meet state compliance, but quality as staff makes recommendations of improvement.

H. Description of Development and Use of Alternative Assessment Measures

Wyoming Public Schools uses and encourages alternative assessments as a compliment state, standardized, and district developed common assessments. These assessments are used to assure authentic demonstration of learning when appropriate and to assure students are provided multiple ways to demonstrate learning. These assessments, developed through the work of district groups are intended for summative in nature, so remain common (although several options for assessment). In addition, school personnel are using and developing the skills to utilize alternative ways to continually provide formative assessments to students in order to guide the child's learning and support the teacher in the need to alter instruction. This professional development is modeled after the assessment work of Rick Stiggins and others to clearly define targets, assure reliable formative and summative assessment, and assure initial and follow-up instruction targets necessary skill and process development. This process, implemented through a 5-7 year process has been delivered and delivered in a scaffolding method to allow differentiation of learning for the instructional staff as well.

Technology plays as an integral part of the evaluation process by providing a means to collect and process large amounts of data in an efficient manner for a variety of purposes from the individual student to the whole district as used by teachers, support staff, school improvement teams, and parents. The district content standards are assessed on a regular basis by district and teacher developed assessments. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations. They are continually reviewed to improve their alignment to content and instruction to insure better reliability in determining student success and areas of need. Performance levels are entered by instructors into an individual student database and are compiled to determine individual, classroom, building, and district curriculum and achievement strengths and weaknesses which are then evaluated as part of the school improvement development and evaluation process.

Our District School Improvement Team has determined additional areas of emphasis (credentialing) for K-12 students and this information in employability skills and career pathways is utilized to drive additional curricular and affective decisions. Building school improvement teams do the same as necessary based on the needs as established through their data analysis and school improvement process implementation. An accomplishment has been the implementation of the Compass Integrated Learning System as a standardized assessment and instructional support tool in grades K-10 in the areas of language arts and mathematics without boundaries of time (in or outside of school year-around). This system is continually aligned to district standards and courses to allow any student/staff the access to learning or demonstration of learning as a re-learning of material, to compliment learning, or to initiate learning.

I. On the Job Learning

Jackson Park uses presentations, field trips, assemblies, career reports and many books and resources on careers to get students interested in career choices. Some examples are: Juni or Achievement, School Store, Author Assemblies, Dental Presentations, Student tutors, Lunch Helpers, etc.

J. Building Level Decision Making

Jackson Park Intermediate School is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- * People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- * Empowered people make and act upon decisions that advance the mission of the district; and
- * Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Jackson Park encourages the use of the Decision Making Model. The steps in using the model are:

- * Clearly identify the problem based upon reliable short and long-term data.

- * Clearly state the decision needing to be made by/for all stakeholders.
- * Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- * Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- * Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification.
- * Reach consensus, but not concerns.
- * Plan the complete implementation and evaluation.

Jackson Park Intermediate School support the Decision-Making Process by providing funds and time, but more importantly encouraging and expecting the process to be used. The School Improvement Team develops or updates the school's plan for continuous improvement and follows through by assuring full implementation as well as annual evaluation of the plan. The team has discretionary/professional development funds to research and implement improvement strategies focused on reaching their goals. Time has been made available through collaborative times (building or district PD's or other) for full staffs to work on goals. Core members of the School Improvement Team work outside of regular school time to review staff progress, review data, study, research, learn, and dialogue around current issues. The Building SI chair also is a member of the District SI Team. They are paid an annual stipend for their efforts.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

K. Evaluation

The Jackson Park staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly grade level and department meetings take place in order to evaluate MEAP and data received.

As an ongoing part of implementing the strategies for each school improvement goal, data is specifically reviewed on at least a quarterly basis to identify students that are furthest from achieving the standards. Modifications in strategies are made, if necessary, in an effort to continually find effective methods to accelerate the learning for these lowest achieving students.

When findings are verified whether it is during the year or in an annual evaluation, plans begin to revise by establishing whether the goal will be dropped (fully embedded success) or changed, and if changed, what happens to currently implemented strategies- dropped, altered, or added to. Continuous improvement must be our focus.

L. Appendices

Compact

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FOUR-WAY LEARNING AGREEMENT

FOUR-WAY LEARNING AGREEMENT

FOUR-WAY LEARNING AGREEMENT

FOUR-WAY LEARNING AGREEMENT

Student

Parents

Teacher

Principal

- Attendance*
- I will go to school every day unless I am sick.
 - I will ask my parent to call if I will not be in attendance.
- Citizenship*
- I will know and follow school, bus, classroom, playground and lunchroom rules.
 - I will respect the rights and property of others.
 - I will be neat and clean and dress appropriately.
- Homework*
- I will complete (accurately, neatly and on time) the assigned homework.
 - I will ask my parent to review all homework assignments.

- Attendance: Check what is applicable*
- I will ensure that my child attends school every day except when ill.
 - I will call school to report my child’s absence before 8:45 a.m.
 - I will make sure my child is at school by 8:15 a.m.
 - I will make all appointments for my child outside of school hours when possible.
 - I will notify the school whenever there is a change of address or phone number.
- Citizenship: Check what is applicable*
- I will know and support school, bus, classroom, playground and lunchroom rules for acceptable behavior.
 - I will send my child to school with instructions to obey the rules.
 - I will teach my child to respect the rights and property of others.
 - I will send my child to school appropriately dressed.
- Homework: Check what is applicable*
- I will provide a quiet time and place for study without television.
 - I will know and support the school’s homework policy.
 - I will review all homework assignments.

- Attendance*
- I will expect promptness and regular attendance.
 - I will keep accurate attendance records and maintain communication with the parent(s) when there is an attendance problem.
 - I will encourage good attendance by my own example.
- Citizenship*
- I will make certain that students and parents know the school rules.
 - I will enforce all rules fairly and firmly.
 - I will respect the rights of students and parents.
 - I will maintain a well-managed classroom, conducive to good student behavior.
- Homework*
- I will provide homework designed to reinforce what has been taught in class.
 - I will provide students and parents with information about the homework policy in my class.
 - I will expect all homework assignments to be completed and signed by a parent.
 - I will grade and return selected homework assignments.

- Attendance*
- I will expect and encourage teacher and student attendance in order to increase academic achievement.
 - I will encourage good attendance by my own example.
 - I will require that teachers maintain accurate attendance records.
 - I will make sure that the home is contacted promptly when a student is absent.
 - I will maintain and update the School Office Family Information Book.
- Citizenship*
- I will enforce all rules fairly and firmly.
 - I will respect the rights of teachers, students and parents.
 - I will maintain an orderly, structured, safe and purposeful learning environment.
- Homework*
- I will enforce the district’s homework policy.
 - I will expect that teacher’s grade and return student assignments promptly.

A Partnership in Learning

Four-Way Learning Agreement

We believe the responsibility for learning is shared by all of us: students, parents, teachers and principal.

Signature of Student Date

Signature of Parent Date

Signature of Teacher Date

Signature of Principal Date