

## Introduction Page

Write a brief description about your school, the purpose of the school improvement team, and the process used to develop, implement and evaluate the school improvement plan.

**Jackson Park is a medium sized semi-urban middle 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.**

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## A. Mission, Vision, and Belief Statements

### Mission Statement

Why do we exist? What is our business?

**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 using the District Data Site and the cut scores used within.**

### Belief-Value Statements

What we do on a daily basis that makes the mission real?

**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.**

## 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	Principal
Jesus Hernandez	Assistant Principal
Sandy Hartman	SI Chair
Kathy Jensen	Math Chair
Sue Potter	Science Chair
Christie Blanchard	Reading Chair
Jan Norman	Social Studies Chair
Melissa Donovan	Literacy Coach
Chris Ruitter	Special Ed Chair
Amanda Bredeweg	Writing Chair
TBD	Parent
TBD	Parent
TBD	Parent
TBD	Parent
TBD	WESSA

### 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. Parkview 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.

## **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**

# **Wyoming Public Schools**

## **C. Ten Components to the Schoolwide Plan**

## 2C School-wide Reform Strategies

**Provide a description of how you ensure the following:**

**a. Strategies provide detail and are focused on helping all students reach state standards.**

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:

Intermediate -

A standards based curriculum, which encompass state GLCE's at each grade level with common district-wide assessments for all standards

A standards based report card

**b. Strategies increase the quality and quantity of instruction.**

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.

**b & c. Research-based methods and strategies are utilized to determine strategies.**

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.

**c. Strategies are aligned with the findings of the needs assessment.**

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 Programs/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Team 21 (after-school program for at-risk students) evaluations and regular review of attendance and discipline data.
3. Student/Teacher/Parent perceptions data -  
Student Perception Data: A student survey is administered annually to gather formal perception

**d. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.**

Jackson Park has daily interventions which includes 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 a-risk students and high performing students

**e. Describe how your strategies address the needs of all children in the school, but particularly the needs of students of target populations participating in the school-wide program and moving toward meeting the needs of students representing all major subgroups participating in the school-wide program.**

Jackson Park's has daily interventions 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.

**f. Briefly address how the school will determine if these needs are met.**

## **CURRICULUM IMPLEMENTATION AT Jackson Park**

**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**

## **g. Describe how the school-wide goals and school improvement (PA25) are the same.**

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

## 2. Reading Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):

**1: Eighty-five percent of 5th and 6th grade students will score proficient on the MEAP reading test by 2011.**

Indicators:

**Evidence of Need (What is the data telling you?) Essence: MEAP scores indicate additional effort is needed to improve reading scores, particularly in the area of informational reading.**

Measures:

**MEAP ELA results**

Targets:

**2009-2010 - 80%  
2010-2011 - 85%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: <b>1. Ensure that the required elements of 4 Blocks reading instruction are happening during reading every day, and that instructional time is protected.</b></p> <p><b>Required elements include:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Small group guided reading</li> <li>• Read-alouds</li> <li>• Sustained Silent Reading</li> <li>• Word Work</li> </ul> <p><b>RESEARCH TO</b></p>	<p>Verification Tools (How will you know the strategy is implemented): <b>Our success will show through the increase of district assessment scores including Dibels and SRI, and MEAP scores.</b></p> <hr/> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p><b>1. a. Posted daily schedule.</b> <b>1. b. Regularly scheduled and unscheduled walk-throughs.</b></p> <p><b>2. a. Dibels scores analyzed at Literacy Team meetings at least 3 times each year.</b></p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: <b>1. Walk-throughs by Principal and Literacy coach will occur at least once every two weeks in each 5th-6th classroom. Walk-through data will be summarized and shared with the school</b></p> <hr/> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) <b>Training and implementation 09-10 school year.</b> <b>Implementation and refinement will continue for a minimum of 3-5 years.</b></p>	<p><b>1.a. Ongoing support provided by Lit Coach through Literacy Team meetings, planning time, classroom demonstrations/observe and staff meetings, as well as professional development opportunities within and outside the District.</b></p> <ul style="list-style-type: none"> <li>• Building Blocks/4-Blocks</li> <li>• Guided Reading Coaching Tool</li> <li>• Shared Reading</li> </ul>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>An afterschool tutorial is made available by classroom teacher along with tutorial opportunities at Team 21.</b></p> <p><b>Review and reinforcement of current strategies used at Jackson Park Intermediate School (i.e power Cornell note taking, Blooms Taxonomy, as related to test taking.) In addition to these strategies, additional professional development time is needed to enhance the teaching staffs' understanding and implementation of Lexiles ranges.</b></p> <p><b>Expectations are that students that need help will make use of school wide services. Students are expected to use the learning strategies adopted by JPIS. Departments will collect student samples of different strategies used in the classroom. MEAP scores as compared to previous years will be used to</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Continue parental contact through the year with the Jackson Park Parent Connect. Students also will get a progress report or report card every four to five weeks.</b></p> <p><b>A parental strategy brochure was sent home outlining school wide strategies--MIBLSI, content standards,graphic organizers and Bloom's taxonomy.</b></p> <p><b>Expectations are that parents will read, sign and return the progress reports when they are sent home.</b></p> <p><b>Teachers will make use of the computer grading program to generate progress reports.</b></p> <p><b>Individual teachers will generate the progress reports, give them to the</b></p>

## 2. Writing Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):  
**By 2011, 80% of middle school students will be proficient in writing skills according to ELA MEAP scores.**

Indicators:

**Process writing**  
**Students will demonstrate proficiency in the quality of Ideas in their writing as defined by their process writing checklist.**

**Process writing**  
**Students will demonstrate**

Measures:

**State: MEAP Writing from Knowledge and Experience. W.pr.06.04, W.pr.06.01(GLCE)**

**Common local assessment: Students will process write using grade level standard WR:2 at least three quarters out of four annually. The**

Targets:

**75% 2009—2010**  
**80% 2010-2011**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core:  <b>1. All 5-6 classrooms will have a daily uninterrupted writing block of 30-50 minutes as part of the 4-Block structure</b>  <b>RESEARCH TO SUPPORT STRATEGY:</b>  <b>“Four Blocks for Lower Grades” by Cheryl Mahaffey Sigmon</b>  <b>“Modifying Four Blocks for Upper Grades” by Cheryl Mahaffey Sigmon</b></p>	<p>Verification Tools (How will you know the strategy is implemented):  <b>Our success will show through the increase of district assessment scores, and MEAP scores.</b></p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):  <b>1. a. Posted daily schedule.</b>  <b>1. b. Regularly scheduled and unscheduled walk-throughs.</b>  <b>2. a. Writing lesson plans are open on the teacher’s desk for principal review and aligned with</b></p>	<p>Who is Responsible? (Who will support and monitor the implementation?)            Implementing:  <b>1. Walk-throughs by Principal and Literacy coach will occur at least once every two weeks in each 5th-6th classroom. Walk-through data will be summarized and shared with the school</b></p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)  <b>Training and implementation 09-10 school year.</b>  <b>Implementation and refinement will continue for a minimum of 3-5 years.</b></p>	<p><b>1. Ongoing support provided by Lit Coach and professional development opportunities within and outside the District.</b></p> <p><b>2.a. Ongoing support provided by Lit Coach and professional development opportunities within and outside the District.</b></p> <p><b>2.b. Teachers will review available</b></p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>An afterschool tutorial is made available by classroom teacher along with tutorial opportunities at Team 21.</b></p> <p><b>Review and reinforcement of current strategies used at Jackson Park Intermediate School (i.e power Cornell note taking, Blooms Taxonomy, as related to test taking.) In addition to these strategies, additional professional development time is needed to enhance the teaching staffs' understanding and implementation of Lexiles ranges.</b></p> <p><b>Expectations are that students that need help will make use of school wide services. Students are expected to use the learning strategies adopted by IPIS. Departments will collect student samples of different strategies used in</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Continue parental contact through the year with the Jackson Park Parent Connect. Students also will get a progress report or report card every four to five weeks.</b></p> <p><b>A parental strategy brochure was sent home outlining school wide strategies--MIBLSI, content standards,graphic organizers and Bloom's taxonomy.</b></p> <p><b>Expectations are that parents will read, sign and return the progress reports when they are sent home.</b></p> <p><b>Teachers will make use of the computer grading program to generate progress reports.</b></p> <p><b>Individual teachers will generate the progress reports, give them to the</b></p>

## 2. Mathematics Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):  
**By the Fall 2011 5th grade students will have a 10% increase for the Strand of measurement on the 2011 6th grade MEAP.**

**By Fall 2011 6th grade students will have a 10% increase for the Strand of Algebra on the 2011 7th grade MEAP**

Indicators:

**6th:**  
**Solve applied problems using rates A.PA.06.01**  
**Relate simple linear equations to context A.FO.06.11**  
**Use letters,with units, to represent quantities in a variety of contexts. A.FO.06.03**  
**Measurement strand**

Measures:

**Common Assessments**  
**MEAP**

Targets:

**Common Assessment**  
**Green 90%-100%**  
**Blue 80%-89%**  
**Yellow 65%-79%**  
**Red 0%-64%**  
**MEAP**  
**Green 1**  
**Blue 2**  
**Yellow 3**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core:  <b>6th grade:</b> <b>Hands-on-Equations</b> <a href="http://www.borenson.c">http://www.borenson.c</a>  <b>5th and 6th grade:</b> <b>Blooms taxonomy</b> <a href="http://www.specialcon">http://www.specialcon</a>  <b>Cornell Note Taking</b> <a href="http://www.solida.net/">http://www.solida.net/</a>  <b>MIBLISI</b> <a href="http://www.cenmi.org/">http://www.cenmi.org/</a>  <b>5th grade:</b> <b>Scott Foresman</b> <b>Spiraling Review</b>	Verification Tools (How will you know the strategy is implemented): <b>Higher level questions included on unit tests</b> <b>Cornell notes taken on each math lesson</b>  Assessment Measures (How will you know how to evaluate if the strategy is a success): <b>Overall – comparison of MEAP Results from year-to-year (same grade level and the cohort).</b>  <b>Teacher PD schedules that reflect attendance and implementation of learned</b>	Who is Responsible? (Who will support and monitor the implementation?) Implementing: <b>Math</b> <b>Department/Counselin g department,</b> <b>Administrators</b> <b>Department/Administratic</b>  When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) <b>2009-2010 school year</b>	* <b>MIBLSI Training</b> * <b>6+1 Traits Writing</b> * <b>Literacy 4 Block</b> * <b>Textbook Training.</b> * <b>Cornell Note Taking</b> * <b>Blooms Higher Level Thinking Strategy.</b>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>An afterschool tutorial is made available by classroom teacher along with tutorial opportunities at Team 21.</b></p> <p><b>Review and reinforcement of current strategies used at Jackson Park Intermediate School (i.e power Cornell note taking, Blooms Taxonomy, as related to test taking.) In addition to these strategies, additional professional development time is needed to enhance the teaching staffs' understanding and implementation of Lexiles ranges.</b></p> <p><b>Expectations are that students that need help will make use of school wide services. Students are expected to use the learning strategies adopted by JPIS. Departments will collect student samples of different strategies used in the classroom. MEAP scores as compared to previous years will be used to</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Continue parental contact through the year with the Jackson Park Parent Connect. Students also will get a progress report or report card every four to five weeks.</b></p> <p><b>A parental strategy brochure was sent home outlining school wide strategies--MIBLSI, content standards,graphic organizers and Bloom's taxonomy.</b></p> <p><b>Expectations are that parents will read, sign and return the progress reports when they are sent home.</b></p> <p><b>Teachers will make use of the computer grading program to generate progress reports.</b></p> <p><b>Individual teachers will generate the progress reports, give them to the</b></p>

## 2. Science Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):  
**80% of all Jackson Park students will be able to accurately convey science concepts in writing by 2010.**

Indicators:

**A review of the MEAP data reveals no significant gap between males and females or between ethnicities. A minor gap can be identified between all other students and those that fall into the Special Education and ELL groups, 13 and 24 points respectively. All**

Measures:

**One quarterly Standard assesment 5th and 6th grade. MEAP 5th.**

Targets:

**5th and 6th grade**

**80% of students score 80% or higher in writing**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: <b>5th and 6th grade:</b> <b>Blooms taxonomy</b> <a href="http://www.specialcon">http://www.specialcon</a>  <b>Cornell Note Taking</b> <a href="http://www.solida.net/">http://www.solida.net/</a>  <b>MIBLISI</b> <a href="http://www.cenmi.org/">http://www.cenmi.org/</a>	<b>Verification Tools (How will you know the strategy is implemented):</b> <b>Higher level questions included on unit tests</b> <b>Cornell notes taken on each Science lesson</b>	<b>Who is Responsible? (Who will support and monitor the implementation?)</b> <b>Implementing:</b> <b>Science department,</b> <b>Counseling Dept.,</b> <b>Administration</b>	<b>* MIBLSI Training</b> <b>* 6+1 Traits Writing</b> <b>* Literacy 4 Block</b> <b>* Textbook Training.</b> <b>* Cornell Note Taking</b> <b>* Blooms Higher Level Thinking Strategy.</b>
	<b>Assessment Measures (How will you know how to evaluate if the strategy is a success):</b> <b>Overall – comparison of MEAP Results from year-to-year (same grade level and the cohort).</b>  <b>Teacher PD schedules that reflect attendance and implementation of learned</b>	<b>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</b> <b>2009-2010 school year</b>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>An afterschool tutorial is made available by classroom teacher along with tutorial opportunities at Team 21.</b></p> <p><b>Review and reinforcement of current strategies used at Jackson Park Intermediate School (i.e power Cornell note taking, Blooms Taxonomy, as related to test taking.) In addition to these strategies, additional professional development time is needed to enhance the teaching staffs' understanding and implementation of Lexiles ranges.</b></p> <p><b>Expectations are that students that need help will make use of school wide services. Students are expected to use the learning strategies adopted by JPIS. Departments will collect student samples of different strategies used in the classroom. MEAP scores as compared to previous years will be used to</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Continue parental contact through the year with the Jackson Park Parent Connect. Students also will get a progress report or report card every four to five weeks.</b></p> <p><b>A parental strategy brochure was sent home outlining school wide strategies--MIBLSI, content standards,graphic organizers and Bloom's taxonomy.</b></p> <p><b>Expectations are that parents will read, sign and return the progress reports when they are sent home.</b></p> <p><b>Teachers will make use of the computer grading program to generate progress reports.</b></p> <p><b>Individual teachers will generate the progress reports, give them to the</b></p>

## 2. Social Studies Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):  
**By the end of 2010, 75% of Intermediate School students will be proficient in writing in an organizational manner using concepts and content.**

Indicators:

**Evidence of Need (What is the data telling you?)**

**5th and 6th grade**  
**-Review of the Social Studies writing rubric shows that the following areas need additional strengthening: forming topic sentences, writing details to**

Measures:

**5th grade**  
**Common Assessment**  
**(quarterly writing assessment using consistent prompts)**

**6th grade**

**Common Assessment -**

Targets:

**5th and 6th grade**

**75% of students score 70% or higher in writing**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core:  <b>5th and 6th grade:</b> <b>Blooms taxonomy</b> <a href="http://www.specialcon">http://www.specialcon</a>  <b>Cornell Note Taking</b> <a href="http://www.solida.net/">http://www.solida.net/</a>  <b>MIBLISI</b> <a href="http://www.cenmi.org/">http://www.cenmi.org/</a>	Verification Tools (How will you know the strategy is implemented): <b>Higher level questions included on unit tests</b> <b>Cornell notes taken on each Social St. lesson</b>	Who is Responsible? (Who will support and monitor the implementation?) Implementing: <b>Social Studies department, Counseling Dept., Administration</b>	<ul style="list-style-type: none"> <li>* <b>MIBLSI Training</b></li> <li>* <b>6+1 Traits Writing</b></li> <li>* <b>Literacy 4 Block</b></li> <li>* <b>Textbook Training.</b></li> <li>* <b>Cornell Note Taking</b></li> <li>* <b>Blooms Higher Level Thinking Strategy.</b></li> </ul>
	Assessment Measures (How will you know how to evaluate if the strategy is a success): <b>Overall – comparison of MEAP Results from year-to-year (same grade level and the cohort).</b>  <b>Teacher PD schedules that reflect attendance and implementation of learned</b>	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) <b>2009-2010 school year</b>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>An afterschool tutorial is made available by classroom teacher along with tutorial opportunities at Team 21.</b></p> <p><b>Review and reinforcement of current strategies used at Jackson Park Intermediate School (i.e power Cornell note taking, Blooms Taxonomy, as related to test taking.) In addition to these strategies, additional professional development time is needed to enhance the teaching staffs' understanding and implementation of Lexiles ranges.</b></p> <p><b>Expectations are that students that need help will make use of school wide services. Students are expected to use the learning strategies adopted by JPIS. Departments will collect student samples of different strategies used in the classroom. MEAP scores as compared to previous years will be used to</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Continue parental contact through the year with the Jackson Park Parent Connect. Students also will get a progress report or report card every four to five weeks.</b></p> <p><b>A parental strategy brochure was sent home outlining school wide strategies--MIBLSI, content standards,graphic organizers and Bloom's taxonomy.</b></p> <p><b>Expectations are that parents will read, sign and return the progress reports when they are sent home.</b></p> <p><b>Teachers will make use of the computer grading program to generate progress reports.</b></p> <p><b>Individual teachers will generate the progress reports, give them to the</b></p>

### **3. Instruction by Highly Qualified Professional Staff**

#### **(Teachers and Instructional Paraprofessionals)**

##### **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 1.6 paraprofessionals, one special education and the other part time paraprofessional is ELL. 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 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 and 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. The 6th grade was removed from Newhall and sent to Jackson Park. The 7th/8th grade 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**

## 4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Students

### a. The teacher turnover rate at our school is:

Jackson Park has had a very stable teaching staff. For the 2007-2008 school year, the teacher turn over rate was 2 of 33 teacher positions. All teachers met the No Child Left Behind highly qualified criteria.

**Additional Note:** 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

### b. The table below identifies the experience level of key teaching and learning personnel

#### Building Input

Number of years teaching experience	Number of Teachers	Percentage of Teaching Staff
Over 15 years teaching experience	over 15 yrs: 9 teachers	
9 - 15 years teaching experience	9-15 yrs: 12 teachers	
4 - 8 years teaching experience	4-8 yrs: 11 teachers	

0 - 3 years teaching experience

0-3 yrs: 0 teachers

Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	5	14%
MA	16	46%
MA +30	14	40%

**c. There is/is not a high teacher turnover rate at our school. (If there is, describe the initiatives you have implemented to lower the rate).**

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

**d. Describe specific initiatives at the district and school level to**

## **attract and keep highly qualified teachers.**

**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 Ongoing Professional Development**

**a. Describe how staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.**

Wyoming Public Schools 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. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and is district and building sponsored. Professional Development is an essential part of district and building initiatives.

**b. List and briefly describe all professional development activities and which goals they are aligned with. (Most of these professional development activities should also be included on goals pages.)**

**Building Input**

Date	Activity (Activity is related to which goal(s?))	Participants	Evaluation
9/2/09	Three hours related to Title I process and MIBLSI, 6+1 Traits Writing, 4 Blocks literacy training	All instructional staff	Staff online survey, attendance logs, and minutes
11/5/09	Three hours of MIBLSI, 6+1 Traits Writing, 4 Blocks literacy training and review of data	All instructional staff	Staff online survey, attendance logs, and minutes

1/22/10	<b>Three hours of MIBLSI, 6+1 Traits Writing, 4 Blocks literacy training and review of data</b>	<b>All instructional staff</b>	<b>staff online survey, attendance logs, and minutes</b>
6/4/10	<b>Review student achievement data and revise Title I report</b>	<b>All instructional staff</b>	<b>Grade and MEAP reports and Title I plan.</b>
9/23/09, 9/24/0	<b>Team Literacy Trainings with the Literacy Coach</b>	<b>Team Members</b>	<b>Staff online survey, attendance logs, and minutes</b>

## 6. Strategies to Increase Parental Involvement

### a. Describe how parents are involved in the design, implementation and evaluation of the school wide plan:

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

At Jackson Park Intermediate School parents are invited to be involved on our School Improvement Team. Parents who express an interest in being a part of the SI team meet each quarter with our building SI team to share ideas and discuss issues, concerns and give suggestions to improve education of students and involvement of parents. The JP School Improvement Team worked with these parents of the SI Team to design out school wide plan. Parents are equal partners in the implementation of school wide planned activities such as our Health Night, helping to survey parents at PT Conferences and running the volunteer board in the Parent Resource Room.

### b. Provide an assurance statement that a parent policy exists meeting NCLB requirements of Section 1118. It must apply to the entire school population and their parents and supports the goals and strategies outlined in the school-wide plan.

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

#### Parent Involvement Plan

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

### Attach a copy of the parent policy to this plan

### c. Describe how each of the following occur in your building:

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. Parent 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 are offered the opportunity to interpret**

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

**A parent room is available where parents can access information about school procedures and policies, as well community resources. Four parent nights were held to address issues on a variety of topics, such as academics, parenting tips, behavior issues recommended by administrator and counselors.**

## **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 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.**

**The Physical Education department received a grant from the Michigan Model for Comprehensive School Health Education to organize a Family Nutrition and Physical Activity Fun Night for Jaguars where parents were able to enjoy physical activities and healthy food samples.**

**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**

## **5. Provide information in a format and language that**

**parents can understand**

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

**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 services when needed. Translators 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 school-wide 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 survey's 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 develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student 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;

## **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 attached plan

## **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**

**a. Describe your plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom (include attachment if appropriate). OR Describe your plan for transiting students at the entry and exit levels of your school.**

Jackson Park Intermediate understands 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 Open House to explain transition activities to parents and students in April.

Principal visits each elementary to get student input in April

**b. Describe how you provide training to preschool parents and/or preschool teachers on the skills these students need when they enter kindergarten.**

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 other 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

## **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 and AS400 - the district data bases, reports available on the district intranet and IGOR, the county-wide data base, data can be reviewed, sorted in a variety of ways and utilized 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) measures reading comprehension (grades 2-12), all are used at Jackson Park to identify students that are experiencing difficulty by not meeting proficiency levels necessary to be at grade level

### **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 continous concerns, a child study process will be utilized to develop a required plan of assistance. This assistance could include classroom accomodations, 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

### **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 undertand the individual student and those practices/programs that deliver maximum support.

Jackson Park differentiates instructional strategies in a timely, effective, 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

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

### a. Describe how all programs and resources are coordinated and integrated toward the achievement of the school wide goals

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 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 to 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.

### Building Input

Schoolwide Components	Funding Sources	Goal Areas	Programs
1. Comprehensive Needs Assessment			
2. Schoolwide Reform Strategies			
3. Instruction by Highly Qualified Professional Staff			
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools			

<b>5. High-Quality and Ongoing Professional Development</b>			
<b>6. Strategies to Increase Parental Involvement</b>			
<b>7. Transition Strategies</b>			
<b>8. Teacher Participation in Making Assessment Decisions</b>			
<b>9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</b>			
<b>10. Coordination and integration of Federal, State, and Local Programs and Resources</b>			

**d. Describe how you coordinate and integrate federal, state and local program services that apply to the grade levels in your building. (Violence prevention programs, nutrition programs,**

## **housing programs, Head Start, adult educations, vocational and technical education, and job training.**

**A more effective use of electronic Individual Education Plan (IEP) and Child Study process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.**

**Team 21 (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**

**D. Curriculum Alignment**

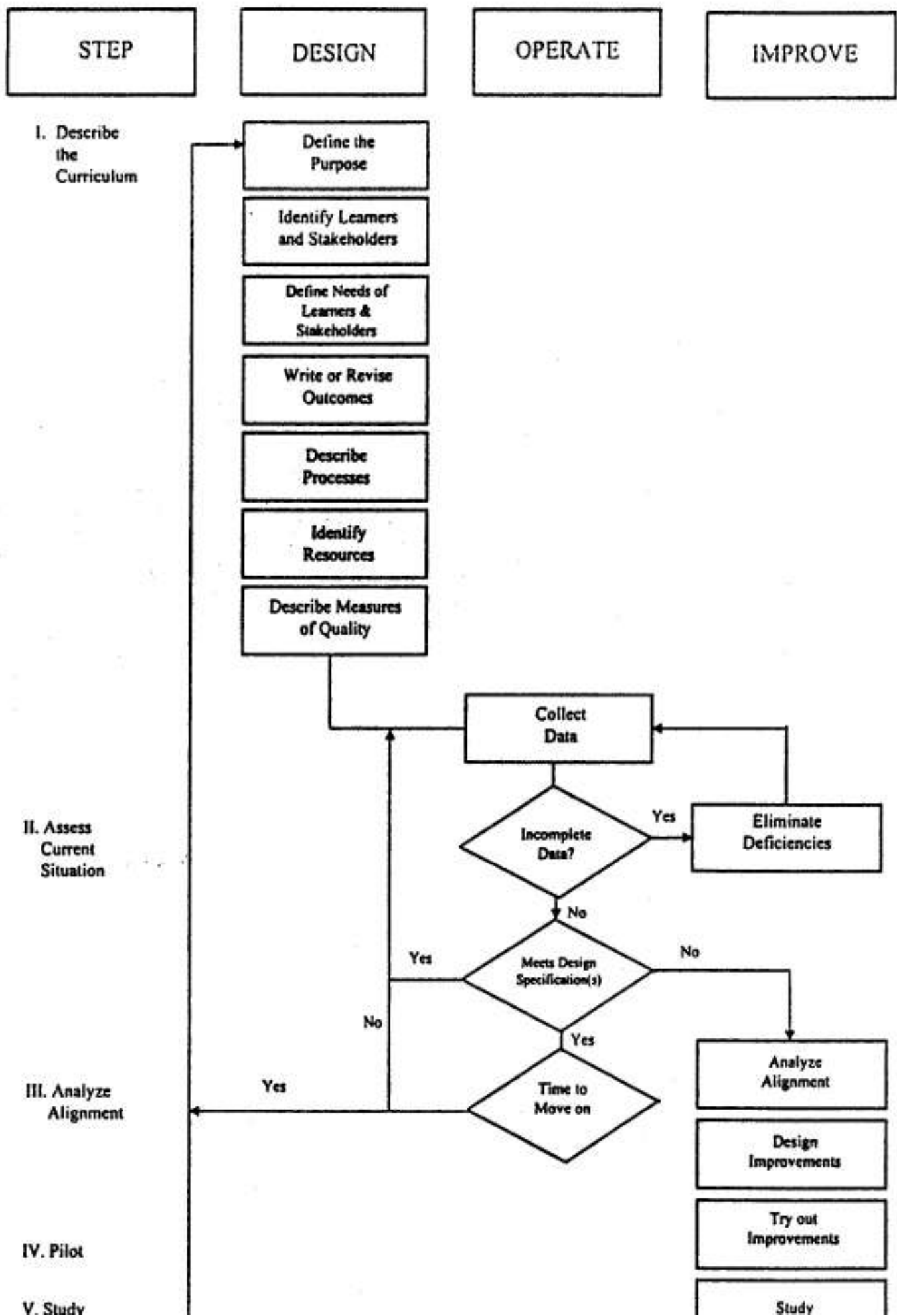
**Describe the district/building process for aligning the academic goals, core curriculum development process, instructional strategies and assessment practices on an ongoing basis meets the needs of all students.**

**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.**



**Description of District  
Curriculum Development Process  
Flowchart**





## E. Use of Community Resources and Volunteers

### Resources

#### a. Describe how the district and building utilize community resources and volunteers.

Wyoming Public Schools 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. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and is district and building sponsored. Professional Development is an essential part of district and building initiatives.

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

**a. Describe the "exit" skills developed that you want all students to demonstrate when they graduate.**

**Wyoming Public Schools  
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 and Alternative Assessment**

### **a. How is technology instructed and used as an integral strategy for teaching and learning.**

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.

## **Description of Development and Use of Alternative Assessment Measures**

**What, How, describe, the alternative assessments used for providing authentic and reliable assessment of skills, competencies and achievements and what professional development is needed to encourage and ensure staff appropriate use.**

**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.**

# Wyoming Public Schools

## H. On the Job Learning

### Opportunities

**Describe how on-the-job opportunities are provided to students in your school and/or district.**

Jackson Park utilizes Career Pathways for their students. All 8th graders develop an EDP, which is based on tests and surveys completed. A Career Day, with visiting professionals in a variety of fields, is planned for all 8th graders.

Students are also given the opportunity to work for our business connection, LSI Credit Union. A working branch is open weekly at Jackson Park, which is student operated. 8th graders are also given the choice to job-shadow in various careers.

## I. Building Level Decision Making

### a. Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

Wyoming Public Schools 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.

Wyoming Public Schools 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

### b. Administrative Support - Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

**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.**



## **J. Evaluation**

**Describe how your school:**

**a. Annually evaluates the implementation of, and results achievement by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement**

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 meetings take place in order to evaluate MEAP and data received.

**b. Determines whether the school-wide program has been effective in increasing the achievement of students who have been furthest from achieving the standards**

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.

**c. Revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the school-wide program**

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.



