

Sleeping Giant Middle Sch

Five-Year Comprehensive Education Plan

Title I School Plan Component for Schools Identified for Improvement

2010

A. Instructional Program

1. Describe the key strategies based on scientifically based research that will strengthen the Mathematics and Reading/Language Arts instructional programs of the school. Address the specific academic issues that caused the school to be identified for school improvement. Describe how the mathematics and reading instructional programs will be organized and delivered.

Although we do not call it RTI, SGMS has instituted 2 hour blocks for math and reading classes as Tier 2 interventions for struggling students. These blocks enable students to pursue the regular rigorous curriculum while they continue to get extra time to remediate skills. When CRT math scores were low, SGMS teachers received training on using the Pearson Success.net computer based assessment and intervention program so that math students progress is monitored on the Pearson system every two weeks and appropriate and differentiated intervention and remediation strategies are employed to help each individual student achieve mastery.

Sixteen teachers have been trained in Differentiated Instruction and are using strategies gained there in classes to insure that skills and essential content mastery occur. Yearly computer and technology training has kept teachers abreast of new ideas for student engagement utilizing computers and technology – some of those programs include powerpoint, podcasts, video presentations, publisher and web pages.

Academic issues that have contributed to SGMS being identified for remediation include: past lack of curricular coherence in math so students came to middle school with big gaps in knowledge and skills; transient special education population and low income population that have also caused students to miss out on continuous instruction and remediation; poor attendance in specific subgroups for special education and free and reduced students have made implementing interventions difficult.

SGMS will continue to target all struggling students for 2 hour math blocks in order to remediate skills while learning the regular curriculum. In special education classes and for special education students, more emphasis will be placed on computer assisted instruction so that students can work more quickly remediating skills and maintaining academic engagement. On-going and frequent assessment (every 2 weeks) will cause teachers to adjust instruction to better address skill mastery with all students.

2. Describe the policies and practices concerning the school's instructional programs for core academic subjects that meet the needs of your school's specific subgroups. If there are specific strategies or practices for a particular subgroup of students, describe these separately.

A practice we have used is the 2 hour instructional blocks that we presently employ in both reading and math classes. The purpose of these blocks is to provide time for remediation while we continue to insure that students are exposed to the regular rigorous curriculum. Additionally, we differentiate instruction on the basis of prescriptive diagnostic assessments using the Pearson math assessments and multiple reading assessments including AIMSweb, Maze, and curriculum based comprehension assessments.

3. Describe strategies, policies and/or practices that address the attendance, graduation or participation rate issue if this was a cause for the school to be placed in school improvement status or if you have chosen to address these issues as a preventative measure.

Our district has a weak attendance policy – if students miss many days, there is virtually no consequence and so several students miss 20 days or more each year. Unfortunately, many are special education students and free and reduced students. Their poor attendance limits the kinds and length of interventions we can create and implement for them to achieve skill

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mastery and proficiency on the CRT.

4. Describe, as appropriate, activities that the school has implemented that take place before school, after school, during the summer or during any extension of the school year that will strengthen students' ability to meet the state's standards.

For the last three summers, SGMS has held a month long summer school experience that targets non-proficient students in math, reading and writing. The experience lasts for 4 weeks and is 4 days /week for 3 hours each day. Parents have to agree to place their students in summer school, but for the few that have, their children have failed fewer classes. This program could be expanded (with policy enforcement) to require that non-proficient students attend.

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B. High Quality Staff and Professional Development

1. Describe how the professional development funds will be used to address the issues that placed the school in school improvement status and will strengthen the academic instructional for all or specific subgroups of students.

Six teachers have attended Lezotte's Effective Schools training and lead 7 correlate groups that meet regularly at SGMS to analyze data and suggest programs and experiences that will help our school become more effective in every correlate area. Our goal would be for every teacher to attend correlate training w/ Dr. Lezotte, adding to the commitment to continually self-renew.

SGMS has had two nationally recognized specialists in Brain Based Learning complete training for teachers that addressed different learning modalities and fostered an understanding of how the brains of struggling readers and math students function so that effective teacher training could better address those students' needs and improve reading and math instruction for them. Professional Development funds would be used to further those trainings.

During the October 2009 MEA days, 16 SGMS teachers and principals (60 % of the staff) attended a Differentiated Instruction workshop to learn better how to address the academic, social and cultural differences inherent in all our classes. Teachers have been sharing their successes with some of the ideas presented during the conference and teaching others about providing choice in assignments and adding new delivery methods in their instruction.

Professional development opportunities can be geared to insure that greater differentiation occurs across all curricular areas.

SGMS teachers will continue to receive training on using the Pearson Success.net computer based assessment and intervention program. Math students' progress will be monitored on the Pearson system every week and appropriate and differentiated intervention and remediation strategies will be employed to help each individual student achieve mastery. Continued training in Wilson reading strategies will assist reading intervention specialists in continually assessing student skills to adjust instruction, re-group students and change teaching strategies.

A goal of the Livingston school administrators is to train principals and teachers in Charlotte Danielson's "Framework for Teaching" model as a way of critically looking at best instructional practices across all grades and disciplines.

2. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Full release days will be used to follow-up on trainings and analyze the latest data from multiple assessments. In the 2009-10 school year, 5 full release days have been utilized in Effective Schools correlate teams to analyze data and create instructional interventions.

As SGMS begins looking at the Danielson "Framework for Teaching" model, classroom observations will reinforce the elements of good teaching and effective instruction and provide instructional and assessment feedback to teachers.

Technology training has been provided on volunteer basis for interested teachers after school.

3. Describe the teacher mentoring program you currently have in place or the one that will be established to support new or struggling teachers.

Also as a part of the Danielson model, SGMS hopes to introduce a peer coaching model that reinforces good teaching through critical and specific feedback about instruction and assessment.

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C. Parent and Family Involvement

- 1. Describe the key strategies planned to increase meaningful parental involvement that are designed to enhance home-school partnerships and improve student learning.**

Using the templates available via TransACT, SGMS will carry out required communication and notification of parents' rights and responsibilities as prescribed by Title I. The school web page will be utilized to a greater degree to provide parents greater opportunities to assist students in meeting learning and attendance goals. Parents will be invited to participate in training in the use of Pearson computer-assisted instruction to extend learning to the home environment.

- 2. Describe how the school will provide written notice about the identification for Title IA School Improvement to parents of each student enrolled in the school in a format and language the parents can understand.**

Using the templates available via TransACT, SGMS will carry out required communication and notification of parents' rights and responsibilities as prescribed by Title I.

D. Coordination and Technical Support

- 1. Describe the specific responsibilities of the school, and the district, including technical assistance, that will be provided by the district as the plan is implemented. Describe technical assistance requested from the state agency.**

Most technical support for carrying out the plan will come from coordination with the curriculum director, who will work with OPI to bring data, Title guidance, and reporting requirements to Effective Schools Correlates teams as they monitor implementation of the plan.