Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

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KANSAS STATE DEPARTMENT OF EDUCATION
Integrated Improvement Plan for Schools QPA

</div>

443	Dodge City Public Schools	6684	Dodge City Middle School	07 - 08
USD Number	District Name	Building Number	Building Name	Building Grade Span

2000 Sixth Av	Dodge City	67801	620-227-1610	620-227-1731	king.michael@usd443.org
School Address	City	Zip Code	Telephone Number	Fax Number	E-Mail

Date Submitted

Schools on improvement for QPA are eligible to utilize the Expected Gains formula when they submit their plan to KSDE and attend a state sponsored Integrated Improvement Plan review. When a school meets expected gains for two consecutive years the accreditation status improves.

MARK THE SELECTION THAT APPLIES

[X] The school has applied to utilize the Expected Gains formula.

[ ] The school has not applied to utilize the Expected Gains formula.

ASSURANCES:

[X] The district assures the school will participate in a Kansas State Department of Education Integrated Improvement Plan review.

[X] The district assures that the school has reviewed the District State Performance Plan report (SPP).

[ ] The district assures that the school has put into operation a State Technical Assistance Team (STAT).

District signatures represent agreement to all assurances marked and that the plan has been reviewed and approved at the district level. Signature of KSDE official represents plan has been reviewed and approved in meeting all required criteria.

Signature of Building Principal: **Mike King, Principal** _____ Date: 11-05-08

Signature of Authorized District Representative: **Greg Springston, Asst. Supt** _____ Date: 11-05-08

Signature of KSDE Official: _____ Date: _____

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

External Technical Assistance Team

Directions: List the name of the individuals who will serve on the External Technical Assistance Team (ETAT) with their contact information.   Additional rows may be added to this chart as needed.

ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two.

Requirements:

- Each school will select the membership of the ETAT

- The local board approves the ETAT

- An ETAT may serve more than one school in a district

- ETAT members may be affiliated with the district Greg Springston, Ray Wipf, Judy Beedles-Miller?

- Members are not to be affiliated with the school (not even as itinerant personnel)

- A NCA team may be used as the ETAT

- The school and ETAT members determine the frequency of the external team visits

External Technical Assistance Team (ETAT)			
Identify area(s) of expertise of each individual. Note requirements above. Place an * beside the chairperson for this ETAT team	Name	Email address	Phone Number
Reading/Literacy	Linda Douglas	Linda.Douglas@usd262.net	
SIOP	Tonnie Martinez	tonnie@ksu.edu	
Math	Marilyn Burns		
QPA	Mindy Applegate	mapplegate@swprsc.org	
Math	Bonnie Austin	austin.bonnie@usd443.org	
Reading	Kirsten Bangetor	bangerter.kirstin@usd443.org	

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

State Technical Assistance Team

Directions: List the name of the individuals who will serve on the State Technical Assistance Team (STAT) with their contact information.
Add as many rows to this chart as needed.

*If a school is on improvement for <u>QPA and/or on improvement for Title I</u>, membership **must include at least two individuals** with expertise in the areas(s) resulting in the school being on improvement **and** needs to include one or more of the following:*
- *Highly qualified or distinguished teachers and principals,*
- *Pupil services personnel,*
- *Parents,*
- *Representatives of Institutions of Higher Education,*
- *Representatives of regional educational laboratories or comprehensive regional technical assistance centers,*
- *Representatives of outside consultant groups.*

Requirements:
The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. More information can be located in the QPA Manual under State Technical Assistance.

State Technical Assistance Team (STAT)			
Identify area(s) of expertise of each individual. Note requirements in the directions. Place an * beside the chairperson for this STAT team	Name	Email address	Phone Number

Stage 1: Orientation & Readiness

School Planning Team			
Role	Name	Email address	Phone Number
Superintendent or Representative	Greg Springston	springston.gregory@usd443.org	620-227-1769
Principal or Principals' Representative	Mike King	king.michael@usd443.org	620-227-1610
Co-Chair	Sarah Schaeffer	SCHAEFFER.SARAH@usd443.org	620-227-1610
Site Council Member*	Serri Wilkinson	serriwilkinson@yahoo.com	620-338-3485
Community Member*	Sherry Polkinghorn	sherry@eckelman.net	620-225-4803
Family/Parent Representative*	Barbara Norton	NORTON.BARBARA2@usd443.org	620-227-1763
General Education Teacher	Faye Well	WELLS.FAYE@usd443.org	620-227-1610
Counselor, Social Worker, etc.	Tara Salmans	salmons.tara@usd443.org	620-227-1610
Teacher Member	Erin Schaffer	SCHAFFER.ERIN@usd443.org	620-227-1610
Special Education Educator	Kathleen Beach	BEACH.KATHLEEN@usd443.org	620-227-1610
Math Specialist	Deb Lapka	LAPKA.DEBORAH@usd443.org	620-227-1610
Reading Specialist	Lora Louquet	LOUQUET.LORA@usd443.org	620-227-1610
Teacher of English Language Learners	Martha Mendoza	mendoza.martha@usd443.org	620-227-1610
Other: Data Coordinator	Ray Wipf	wipf.ray@usd443.org	620-227-1628

Adopted Improvement Process

School Improvement Process

School improvement at our school has become a continuous process. The process includes relevant strategies to ensure successful change. These include the clarification of our mission (2008), *(See Appendix – Mission and Belief Statements)* collaborative planning, sharing information, and planning for student transitions. Our school leadership team has been the key to this reorganization process. They have been responsible for facilitating the change and assisting the staff in planning and implementing the reorganization process. Their leadership coupled with important collaborative decisions has enabled our school to move forward to meet the challenges of the 21st Century. These collaborative decisions include staff development programs designed to meet site goals, school profile information, professional learning communities, site council (parents and teachers), implementation procedures (professional guide), and continuous evaluation of program progression through mini-assessments. Our school has changed significantly over the past year. These changes have occurred because of the dedication and ownership provided by members who were willing to take the challenge. This change has become a total school effort with a high percentage of participation and energy being dedicated to a collaborative process toward change. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. *(See Appendix - Three Tier Intervention and Student Improvement Models)*

Dodge City Middle School PLC's (Professional Learning Communities) are composed of eight collaborative teams whose members work interdependently to achieve common goals. The very essence of each learning community is a focus on and a commitment to the learning of each student.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

Highly Qualified and Fully Licensed

List the school's professional development that supports teachers in becoming highly qualified as defined by *NCLB* and fully licensed in Kansas.

DISTRICT ACTIONS TO ASSIST TEACHERS BECOMING HIGHLY QUALIFIED:

District Actions	Person Responsible	Resources (Funding Sources/$$)	How will Progress Be Monitored?
Identify teachers NOT Highly Qualified and develop a plan for them to become Highly Qualified	HR Director/Building Administrators	None needed.	Quarterly report of progress to Asst. Supt. Elem/Sec and HR Director from Building Administrators
When necessary, will change teacher assignments	District/Building Administrators	None needed.	Annual report of Teacher Assignment to Asst. Supt. Elem/Sec and HR Director from Building Administrators
Provide Professional Development Plan for teachers to become Highly Qualified.	Asst. Supt of Sec/Elem Ed, Human Resources and Bldg Principals	Staff development budget	Transcripts, KSDE report (HR) mylearningplan.com (El/Sec Ed)
Assist teachers pass the PRAXIS test required for licensure. (Mentors, Equity and Access grant)	Asst. Supt of Sec/Elem Education and Human Resources	TQE Grant	Quarterly report of progress to Asst. Supt. Elem/Sec and HR Director (from Cindy Cammack, TQE Facilitator)

District Actions	Person Responsible	Resources (Funding Sources/$$)	How will Progress Be Monitored?
Monitor Highly Qualified teacher distribution, insure even placement throughout our district.	HR Director and Elem/Sec Ed Asst. Supt.s	None needed.	KSDE Highly Qualified Report
Non-HQ teachers attend classes to further their education towards licensure.	Asst. Supt of Sec/Elem Education and HR Director	USD 443 will pay half of University class fees at FHSU rate.	Professional Development Plan, mylearningplan.com KSDE Highly Qualified Report

District Actions	Person Responsible	Resources (Funding Sources/$$)	Explanation
USD 443 will thoroughly check all teachers licenses to make sure they meet the Highly Qualified standards.	Human Resources and Building Principals	See above.	If a teacher is not Highly Qualified, USD 443 will not hire unless a plan is developed to assure the teacher becomes Highly Qualified.
USD 443 will develop relationships with area universities, expand student teaching opportunities and advertise openings regionally and nationally. USD 443 will also attend more teacher fairs looking for Highly Qualified applicants.	District Administrator, Human Resources, Building Principals	HR Recruiting budget	Focus on FHSU, KSU, ESU, WSU, Newman for job fairs and Salina, Hutchinson, Wichita newspaper ads and sites for job postings.
USD 443 will seek cooperation from #613 to select and develop highly qualified SPED staff	Alan Cunningham and Danis Sprague (John Maples)	See above	John Maples, Joni Clark and building administrators work together to identify needs and develop plan to address needs.
USD 443 will support and assist as necessary teachers to achieve the Highly Qualified designation as expediently as possible.	District Administrator/ Human Resources	None needed.	Follow up through the professional development plan USD 443 provides for all staff members.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS:

District Actions	Person Responsible	Resources (Funding Sources/$$)	Explanation
USD 443 will develop a plan to identify and train mentor teachers, including paying mentors who work with new teachers.	El/Sec Ed Asst. Supt.s Mentor facilitators (Elem, MS, HS) C Esquibel, M Mendoza, and M Head	USD 443 pays mentors 2% and Mentor facilitators 4% of the salary base	Mentor program to be developed from C Danielson's *Framework*
USD 443 supports new teacher through the Young and the Rest-of-us	TQE Facilitator, Cindy Cammack	TQE grant	Monthly, social, informal gathering where new teachers and mentors can gather
New Teacher Institute	El/Sec Ed Asst. Supt.s	5 days at $100 for all new teachers	New teacher institute one week prior to staff start up ------
USD 443 has a competitive starting base salary to encourage highly qualified to teachers to accept a teaching position with USD 443.	District Administrator/ Human Resources		
USD 443 pays for teachers to obtain ELL endorsements, reading specialist, leadership classes (DCELA)	District Administrator/ Human Resources		
Professional Development Plan	El/Sec Ed Asst. Supt.s Building Principals	.	

Assist teachers pass the PRAXIS test required for licensure. (Mentors, Equity and Access grant)	Joni Clark Cindy Cammack	TQE Grant	Quarterly report of progress to Asst. Supt. Sec and HR Director (from Cindy Cammack, TQE Facilitator)
USD 443 will develop a plan to identify and train mentor teachers, including paying mentors who work with new teachers.	Joni Clark Greg Springston Judy Beedles-Miller	USD 443 pays mentors 2% and Mentor facilitators 4% of the salary base	Annual report to Asst. Supt Sec/Elem from Mentor Facilitators
New Teacher Institute	Greg Springston Judy Beedles-Miller	5 days at $100 for all new teachers	Evaluation reports

List strategies the school uses to incorporate a teacher mentoring program as part of its professional development program.

Each new teacher in our district is assigned either a mentor for the purpose of providing guidance, professional support, and continuous assistance necessary for success in the Dodge City Public Schools. The following strategies are used in this program:

- Select the mentor teachers – they should be fully certified, tenured teachers with a minimum of three years of experience and be certified in the same field as the mentee teacher.
- The mentors are trained by the district mentor facilitators.
- The new staff members hired at Dodge City Middle School attend a week long New Teacher Orientation Program for the purpose of acclimating them to our building, as well as giving them ample time to work with and initiate their relationship with their mentor.
- Mentors meet with their mentees weekly during the course of the school year, as well as "on call" support and assistance to their mentee.
- The mentors and mentees have checklist that they follow to give them guidance on what types of support is to be provided and the mentor keeps track of when each of these areas have been completed.

- The mentors and mentees complete an evaluation form together for the purpose of evaluating the overall program, as well as evaluating their mentor/mentee relationship.
- The middle school principal and other building leaders meet regularly during August and September with the new staff members to make sure they are transitioning appropriately and to establish an open line of communication between the staff members and the administrative/teacher leaders in the building.
- The middle school administration and other building leaders continue to meet with the new staff members as needed throughout the course of the school year – monthly, unless more support is needed for a particular staff member. When needed, more frequent contact is made with individual staff members.

Stage 1: Orientation & Readiness, continued

List strategies the school uses to attract highly qualified, fully licensed teachers.

District Actions	Person Responsible	Resources (Funding Sources/$$)	How will Progress Be Monitored?
Identify teachers NOT Highly Qualified and develop a plan for them to become Highly Qualified	Joni Clark Mike King	None needed.	Quarterly report of progress to Asst. Supt. Sec and HR Director from Mike King
When necessary, will change teacher assignments	Joni Clark Mike King	None needed.	Annual report of Teacher Assignment to Asst. Supt. Sec and HR Director from Mike King
Provide Professional Development Plan for teachers to become Highly Qualified.	Joni Clark Mike King	Staff development budget	Transcripts, KSDE report (HR) mylearningplan.com
USD 443 has a competitive starting base salary to encourage highly qualified to teachers to accept a teaching position with USD 443.	District Administrator/ Human Resources		Teacher turn over rates
USD 443 pays for teachers to obtain ELL endorsements, reading specialist, leadership classes (DCELA)	District Administrator/ Human Resources		
Professional Development Plan	Greg Springston Judy Beedles-Miller	.	Annual report from PDC

List strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified.

Hiring Highly Qualified Paraprofessionals for Special Education

- Actively seek highly qualified Paraprofessionals
- Pay incentive for Paraprofessionals that are highly qualified
- Provide in-service that encourages passing the Master Teacher paraprofessional assessment
- Make the Master Teacher paraprofessional assessment available to all paraprofessionals
- SPED paraprofessionals are required to attend 20 hours of master teacher training.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

Transitions

Transitions from Intermediate to Middle School

In order to better assimilate sixth graders coming from the two intermediate schools in the district, several programs have been implemented at the middle school level. Sixth graders are first introduced to the middle school through a student tour of the campus each spring. A group of sixth graders, who attended their particular intermediate school the previous year, lead the campus tours and answer questions during the orientation session. The sixth graders may also recognize familiar faces as they have an opportunity to view a student-produced video by the video production class, concerning life at the middle school. A similar orientation for the parents of sixth graders is held in the evening. Parents tour the campus, view the video, and also participate in an orientation session where they too have the opportunity to ask questions. At the parent night, policies and procedures of the school are explained in an attempt to familiarize parents with the middle school concept. Another practice of our school which eases the transition from an intermediate to a middle school is the formation of teacher teams at the seventh grade level. The six teacher teams are responsible for core subjects of reading, math, English, science, and social studies. Counselors work with the intermediate schools students to secure recommendations for team placement and for academic and behavioral support. Counselors visit the schools and help explain the middle school concept and help students to choose elective courses. In April of each year incoming 7th graders and parents spend an evening at the middle school. Currently the transitions from Intermediate school to Middle school are accomplished in the following ways:

- Counselors work with the intermediate schools to secure recommendations for team placement and for academic and behavioral support as well as School Improvement Team review.
- ELL placement coordinated by ELL Interventions Coordinator by reviewing KELPA scores and teacher recommendation.
- Counselors visit the schools and help explain the middle school concept and help students to choose elective courses.
- In August, an Open House for students and parents provides team and class schedule orientation
- In April of each year incoming 7th graders and parents spend an evening at the middle school.
- We hope to ensure that all students on IEPs have a transitional meeting including staff members from both buildings to make sure appropriate accommodations are met for these students from the intermediate level.

Transitions from Middle School to High School

As the eighth graders prepare to enter high school, their transition is made easier by a series of events that will be ongoing all year. Through our Connect computer education program, the eighth graders are introduced to Career to Work plans and the world of work through the Kansas Career Pipeline. Here they are given the Career Interest Inventory. They are introduced to different vocations by our career counselor and then explore the different career opportunities available through a Career Curriculum Fair. Beginning the 2009 school year eighth grade, students will be administered the EXPLORE assessment to help with future plans. Eighth graders will also be given the state mandated exam to help determine their current status in relation to the priority academic skills as set by the State of Kansas. The high school counseling staff works with the 8th grade students as they go through the pre-enrollment process for their 9th grade.

The students/parents are sent a copy of the high school course catalog in the mail approximately one month prior to the time the counselors meet with the students to assist them in selecting their courses for the following year. The high school counselors go to the middle school building and meet with the students in small groups so they can give the students as much one on one support as needed for each student. All students on IEPs have a transitional meeting including staff members from both buildings to make sure appropriate accommodations are met for these students at the high school level. All parents are sent a copy of the courses selected by the 8th grade students for their approval before their schedules are finalized. In February of each school year, DCHS hosts a Curriculum Fair providing the incoming freshman students and their parents an opportunity to visit with teachers from each academic department about courses offered. State assessment and local CRA test scores are evaluated, particularly 8th grade scores are used to determine appropriate placement in 9th grade reading and math courses. 8th grade teacher input is also considered in the placement of students. Each student receiving ELL support at the middle school is enrolled in the ELL program at the high school program based upon teacher recommendation. High School Spanish teachers interview each 8th grade student requesting a Spanish course in the 9th grade. By the time a student completes eighth grade at the our school, he/she will take to the next level of schooling a portfolio, which contains examples of the student's writing accomplishments.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

All of these assessments will be pulled together at the end of the year for a high school planning and orientation night for eighth graders and their parents. The students and their parents will meet by teams and go over these test results with junior college, high school, and middle school counselors. The emphasis is on utilizing these test results for future goal setting and life planning. The high school counselor then goes over the four-year plan for high school and explains academic requirements for graduation.

The final transition into high school is held the week before school starts with a ninth grade student and parent night. At this meeting, students and their parents view a student-made video of high school life, receive their schedules, meet their teachers, and receive information about policies and procedures of the high school. Currently the transitions from Middle School to High school are accomplished in the following ways:

- In February of each school year, a Curriculum Fair providing incoming freshman students and parents an opportunity to visit with high school teachers regarding courses offered. This takes place before the counselors meet with the 8th grade students to pre-enroll for their freshman year.
- The high school counseling staff works with the 8th grade students as they go through the pre-enrollment process for their 9th grade.
- The students/parents are sent a copy of the high school course catalog in the mail approximately one month prior to the time the counselors meet with the students to assist them in selecting their courses for the following year.
- The high school counselors go to the middle school building and meet with the students in small groups so they can give the students as much one on one support as needed for each student.
- All students on IEPs have a transitional meeting including staff members from both buildings to make sure appropriate placement is made for these students at the high school level.
- 9th grade student/parent night (one week before school)
- All parents are sent a copy of the courses selected by the 8th grade students for their approval before their schedules are finalized.
- PALMS (Post-Secondary Access for Latino Middle School Students)
- ELL placement coordinated by ELL Interventions Coordinator by reviewing KELPA scores and teacher recommendation.
- Kansas Career Pipeline
- EXPLORE assessment
- Multi-level curriculum articulation (MS – HS, hopefully Intermediate Centers)

Educational Career Planning And Transitions

Starting in 2009 all seventh grade students participate in a full year Career Enhancement course, a 42 minute class that emphasizes the importance of working hard in middle school, taking challenging courses, strengthening communication and study skills, and making middle school an important step toward the future. English teachers help students develop writing skills. Social studies teachers offer tips on taking notes, studying, listening, and managing time. Students will also participate in The Real Game, an exercise on calculating the cost of raising a family and the level of income needed in a variety of career paths. A guidance counselor will help students develop personal skills such as conflict management. Students receive a grade in Career Enhancement as they would in any other class.

One of the most difficult tasks faced by adolescents, and by adults considering a career change, is to find occupations appropriate to their goals and personal characteristics. The ACT Interest Inventory provides a focus to career exploration, not by singling out the one "right" occupation, but rather by pointing to world-of-work regions individuals may wish to explore. By the time a student completes eighth grade at our school, he/she will take to the next level of schooling the Kansas Career Pipeline portfolio, which contains examples of the student's career interest and academic accomplishments. The eighth grade counselor will integrate the EXPLORE results into the eighth grade technology education curriculum, (Connect classes) utilizing such things as the World of Work Map.

The **EXPLORE**® program is designed to help 8th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post–high school choices as well. It marks an important beginning for a student's future academic and career success. Additionally, the Career Clusters model provided by the Kansas Career Pipeline categorizes all jobs into 16 clusters. This system allows students to identify their skills, interests, and work values, then find jobs best suited to their career needs.

During the spring of the eighth grade year parents will receive Career Paths, a booklet that describes the three pathways: college preparatory, tech prep and dual. The publication also describes the four clusters, the careers reflected in each cluster, related elective courses, and the academic core that students must complete. Middle School and high school counselors and teacher will present an overview of the explore exam, career clusters and a four year plan of study will be established. The spring Plan of Study meeting are designed to help parents understand what is required of their children at each grade level and beyond. Our goal is to have more than 85 percent of our parents attend these planning conferences.

Parent/Family Involvement

Research shows that schools where parents are involved have higher levels of student achievement and greater public support. When parental input and participation are encouraged, an effective partnership between school and home will result. The Site Council partnership at Dodge City Middle School involves shared decision making and is based on the premise that parents are considered full partners in the business of educating their children. When parents and educators are involved in collaborative endeavors, ranging from understanding the curriculum to the discussion of discipline policies, they will experience mutual trust and confidence, and will support each other's efforts to educate the youth of the community.

The purpose of the Middle School Site Council is to provide the most up-to-date information to the community about the school and its programs, to allow for procedural development, to provide communications about important projects, to dispel myths about the school's purpose, and to establish goals for school improvement.

At Dodge City Middle School we believe that the site council's agenda is part of an ongoing process. Once the issues are established, it is important for the principal to analyze the direction the council is heading. By scrutinizing all the data gathered at the first meeting, as well as the list of goals and issues, the principal will have an idea of how the council, and possibly even the community, perceives the school.

The Site Council action plan serves as a road map to meaningful change. As the site council progress through a plan, they learn more about the workings of the school, its staff, and the community. For many, the team building involved in creating it will greatly influence their perceptions of the school community. The following strategies are important for site council members to remember as they work on the development of their action plan:

- Use parental knowledge about children's educational needs. What are their children's out-of-school interests? What are their personal educational goals for their children?
- Involve parents in planning.
- Ask parents for ideas and use as many of them as possible. Show respect for individuals whose ideas are not used by taking the time to explain why their ideas did not become part of the plan.
- Evaluate the process in order to determine the next most meaningful step.
- Help parent participants tie their individual needs to school and district goals.

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Parent/Family involvement

Directions: Mark the standard(s) the district is using to promote effective parent/family involvement. For each of the selected standards: List strategies the school is using to promote effective parent/family involvement; List strategies the school is using to monitor the implementation of parental/family involvement.

☒ **1. Welcoming all families into the school community -** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- School open house, August
- All athletic teams hold parent nights
- Newcomer family interview
- Incoming 7th grade orientation, April
- PTO Bingo Night

MONITOR
- Signatures of those in attendance (2009)
- Record of intake sheet on hand

☒ **2. Communicating effectively -** Families and school staff engage in regular, meaningful communication about student learning.
- Newsletters are sent home on monthly basis. In the letter are parent suggestions on how to help their child to be a productive student.
- Each team has communication protocol
- Intervention Letters are sent home anytime their student is put in or taken out of an intervention
- Parent invite meetings when students are referred to SIT (Student Intervention Team)
- Phone calls are made on a regular basis if students are not attending "IT" after school.

MONITOR
- Teams document in their team logs
- Form A sheets are documented with interventions taking place
- Documentation of phone calls kept by Interventions Coordinator

☒ **3. Supporting Student Success -** Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Parents are invited to three parent teacher conferences, two in the fall and one in the spring.
- Parent Academy *(See Appendix – Parent Academy)*
- Students participate in the Kansas Career Pipeline in 7th and in 8th grade
- Gang Seminar will take place once a month to educate parents on gangs and what to look for in their child. The meetings will be open to any parent but will be mandatory for those students that have up to two gang referrals.

MONITOR
- Documentation kept by teams on parents that attend conferences
- Signature of parents kept on file (Lisa Pelton)
- Parent survey given

☒ **4. Speaking up for every Child -** Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- Full time bilingual parent liaison
- Family Access in Student Information System, SKYWARD
- *(See Appendix - Site Council Survey)*
- Parent invite meetings when students are referred to SIT (Student Intervention Team)

MONITOR
- Documentation log of parents contacted by parent liaison
- Parent signatures from team meetings (2009)

☒ **5. Sharing Power -** Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
- Parents are encouraged by team leaders to attend intervention meetings with their child teachers when student begin to show signs of struggling (behaviorally or academically).
- School Site Council participation in QPA process
- Athletic Booster club, assisted with strength/weight facilities and programming
- Transitional workshops will be held in Spanish and English to help students transition from the middle school to high school.
- Transitional workshops will be held in Spanish and English to help students transition from the intermediate centers to the middle school.

MONITOR
- Signature of parents who attend team meetings
- Document by attendance

☒ **6. Collaborating with Community-** Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation
- Business Partners: G & G Motors, Servi-Tech
- Rachel's Challenge: Southwest Community Foundation
- Various community financial support for Bully/Crime Stoppers
- Business participation in Career Fair (Every Two Years)
- Juvenile Services Reporting Center
- 200 Dodge City Middle Schools students will take part in the Latino Leadership Academy in February at Dodge City Community College.
- PALMS project will begin in the Fall 2008 to collaborate more with our community.
- With the collaboration from the Dodge City Police Department, Dodge City Middle School students took part in the Red Ribbon Week.

MONITOR
- Money deposited once a month
- Community financial support advertised in back of student t-shirts

Stage 2: Gather & Organize Data

Subgroup Data Analysis

Gathering data for student subgroups is usually associated with demographic characteristics, especially gender, race–ethnicity, and socio-economic status. New educational initiatives will soon require accountability measures that address the needs of at-risk students. The No Child Left Behind Act initiates the idea that the school's mission with at-risk students is to enable them to become economically and socially self-sufficient. The importance of designing analysis tools to track the school's progress on how identified subgroups are performing is an important part of the school improvement process. Subgroup data analysis tools, as represented, should include for each subgroup identified, the number or percentage of students who are:

- scoring below an overall grade point average of 2.0
- absent for more than eighteen days
- scoring below state proficiency in reading and mathematics
- Analyzing subgroup information on at-risk students will allow Dodge City Middle School to answer questions such as, "What can our school do that will support students who are at risk?" The answer to the question would be to develop school improvement goals that provide academic support for at-risk students. Data analysis and tracking the school's progress in at-risk categories is one way our school can gage its progress on the effects it has on improving at-risk behaviors.

Number of Students by Grade Scoring Below an Overall Average of 2.0

Grade	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Seventh	(40) 9.6%	(64) 15.50%	-5.9%						
Eighth	(55)13.8%	(88) 22.17%	-8.37%						
Total	23.4%	37.67%	-14.27%						

Number of Students Absent More Than Eighteen Days

Grade	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Seventh	20	119	99						
Eighth	14	108	94						
Total	34	227	193						

Number of Students Scoring Limited/Unsatisfactory State Proficiency

Subject	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Math 7	43%(173)	54%(224)	-11%						
Reading 7	24%(96)	27%(112)	-3%						
Subject	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Math 8	49% (190)	53% (207)	- 4%						
Reading 8	36% (135)	42% (163)	- 6%						

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Identifying Student Performances In Key Content Areas

The identification and understanding of curriculum standards in terms of key content areas is an important process in the improvement of student learning. Developing technology tools to track how students are performing in specific content areas is one method in helping teacher's identity strengths and weaknesses in delivery choices. Such tools will allow teachers and principals to get answers about trends in content weakness and determine gaps in learning across specific subjects. One data analysis tool for tracking performance information would be to design a chart that specifies the percentage of students scoring in four quadrant ranges of specified abilities. Math and reading Standardized Achievement Range shows the percentage of students who are performing in a four quadrant range from advance to unsatisfactory on a standardized math assessment.

GRADE SEVEN MATH STANDARDIZED ACHIEVEMENT RANGE

Year	Exemplary	Exceeds Standards	Meets Standards	Approaches Standards	Academic Warning
2006	3% (10)	12% (46)	33%(124)	26%(96)	26% (96)
2007	12% (46)	16% (65)	29%(116)	26%(105)	17% (68)
2008	4% (17)	14% (55)	28%(114)	24% (98)	30% (123)
2009					

GRADE EIGHT MATH STANDARDIZED ACHIEVEMENT RANGE

Year	Exemplary	Exceeds Standards	Meets Standards	Approaches Standards	Academic Warning
2006	5%(19)	13%(51)	26%(100)	26%(101)	30%(115)
2007	6%(25)	17%(67)	27%(103)	24%(92)	25%(98)
2008	8%(33)	14%(56)	24%(93)	21%(83)	32%(124)
2009					

AYP MATH PROGRESS REPORT (2003 - 2008)

YEAR	2003	2004	2005	2006	2007	2008	2009
TARGET	**46.8%**	**53.5%**	**60.1%**	**60.1%**	**66.8%**	**73.4%**	**77.8%**
All Students	34.1%	31.2%	51.2%	47.1%	55.1%	46.2%	
Free Reduced	24.7%	22.0%	42.5%	40.3%	47.2%	39.7%	
Ell	25.8%	10.8%	30.2%	40.5%	41.1%	42.6%	
Hispanic	25.6%	19.9%	45.0%	40.2%	48.8%	42.5%	
Whites	50.4%	51.8%	62.2%	63.0%	73.0%	59.7%	

GRADE SEVEN READING STANDARDIZED ACHIEVEMENT RANGE

Year	Exemplary	Exceeds Standards	Meets Standards	Approaches Standards	Academic Warning
2006	11%(42)	19%(73)	30%(111)	16%(59)	24%(90)
2007	18%(71)	26%(104)	32%(129)	14%(54)	11%(42)
2008	13%(52)	29%(120)	31%(129)	13%(54)	14%(58)
2009					

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

GRADE EIGHT READING STANDARDIZED ACHIEVEMENT RANGE

Year	Exemplary	Exceeds Standards	Meets Standards	Approaches Standards	Academic Warning
2006	9%(34)	21%(81)	26%(101)	19%(74)	24%(93)
2007	15%(56)	18%(70)	31%(118)	20%(75)	16%(60)
2008	13%(50)	23%(89)	22%(87)	19%(74)	23%(89)
2009					

AYP READING PROGRESS REPORT (2003 – 2008)

YEAR	2003	2004	2005	2006	2007	2008	2009
TARGET	**51.2%**	**57.3%**	**63.4%**	**63.4%**	**69.5%**	**75.6%**	**79.8%**
All Students	70.2%	60.6%	61.3%	58.6%	64.7%	65.4%	
Free Reduced	67.3%	52.7%	53.9%	51.9%	57.6%	60.1%	
Ell	74.5%	42%	34.8%	51.2%	50.1%	60.2%	
Hispanic	66.3%	51.7%	51%	52.3%	59.0%	61.9%	
Whites	76.5%	74.8%	81.7%	73.7%	77.9%	76.9%	

Content Analysis

This information will be valuable as baseline data to measure the effects of the school improvement plan as it is tracked from one year to the next. For example, if one of the goals for school improvement was to focus on learning achievement in low performance students, then a shift in the percentage of students scoring limited and unsatisfactory would be reduced. A second type of data analysis tool is one that reports overall student performances in specific content areas. This type of chart reports test analysis on specific content areas as they are broken out under units of learning. The content analysis chart in Reading and Math Assessment Content Analysis Charts displays student proficiency percentages within specific reading or math content areas tested. The content analysis chart is helpful in identifying specific content areas that are consistently showing over time weakness in student performances within specific content areas of the curriculum. The benchmark for proficiency should be set at 70% for each content area. *(See Appendix - Graphic Representation)*

Reading Grade 7

2008 Preliminary Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	79.9	69	62.9	72.8	61.9	61.7	65.7	68.6	58.6	72.2	59.6	65.9	69.4	64.2	67.3	72.7
State:	86.5	80	69.5	79.4	70.1	70.5	75.8	76.4	66.2	81.7	70.1	73.7	81.1	75.4	76.2	80.7

2007 Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.01	2.1.02	2.1.03
DCMS	78.4	79.8	70.3	75.6	67.9	61.7	73.8	73.4	65	76.1	60.7	51.1	68.8	68.8	71.5	69.6
State:	86	76.9	75.7	82.2	74.1	66.4	80.3	79.2	69.7	81.6	67.5	60.9	80	75.8	79.7	75.1

2006 Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	71.8	59.2	60.4	62.5	61.1	57.9	63.1	63.8	59.5	69.3	63.7	55.5	67.1	68.8	64.6	62.0
State	84.2	70.1	67.2	79.2	71.1	69.8	74.9	75.3	69.1	81.3	73.5	62.1	79.3	79.6	76.4	72.8

Reading Grade 8

2008 Preliminary Student Report

Indicator:	1.3.1	1.3.3	*1.3.4*	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	76.9	66.7	63.1	68.3	72.4	60.9	56.2	70.6	60.0	78.2	54.9	63.8	71.6	63.5	63.7	56.7
State:	87	80.4	73.9	78.9	81.9	69.6	67.9	82.6	72.8	88.8	65.6	74.9	82.2	77.1	74.8	69.6

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

2007 Student Report

Indicator:	1.3.1	1.3.3	*1.3.4*	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.01	2.1.02	2.1.03
DCMS	85.3	80.3	68.5	74.6	74	55.4	61.4	76.1	63.1	75.7	52	66.5	71.0	62.8	61.8	53.6
State:	90.2	83.9	72.4	79.9	82.9	60.6	68.8	83.4	70.8	83.1	62.5	74.8	79.3	74.8	72.10	64.6

2006 Student Report

Indicator:	1.3.1	1.3.3	*1.3.4*	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	79.3	66.5	62.5	66.5	73.3	58.3	59.3	70.6	60.9	76.6	56.8	59.9	68.2	66.5	65.2	57.2
State	88.3	79.7	67.6	75.9	81.1	66.2	72.6	80.1	71.5	83.3	65.6	69.6	75.6	77.2	77.1	68.8

Math Grade 7

2008 Preliminary Student Report

Indicator:	1.1.A1	1.4.K2	1.4.K5	2.1.K1	2.1.K4	2.2.A1	2.2.K7	2.2.K8	3.1.K3	3.2.A1	3.2.K4	3.2.K6	3.3.A3	4.2.A3	4.2.K1
DCMS	51.6	56.1	49.9	50.7	54.2	52.3	60.9	71.2	49.4	34.4	45.1	55.1	64.1	39.1	54
State:	68.3	68.9	69.2	66.6	71.3	66.1	74.1	82.2	65.3	57	67.1	75.6	80.3	56.9	71.9

2007 Student Report

Indicator:	1.1.A1	1.4.K2	1.4.K5	2.1.K1	2.1.K4	2.2.A1	2.2.K7	2.2.K8	3.1.K3	3.2.A1	3.2.K4	3.2.K6	3.3.A3	4.2.A3	4.2.K1
DCMS	60.1	65.8	59.8	58.1	60.1	56.2	65	66.6	54.1	41.3	55.8	65.8	71.7	50.8	66.6
State:	71.5	68.8	69.3	66.5	73.1	66.2	72.4	80.1	65	51.5	62.8	73.6	80.0	58.9	70.3

2006 Student Report

Indicator:	1.1.A1	1.4.K2	1.4.K5	2.1.K1	2.1.K4	2.2.A1	2.2.K7	2.2.K8	3.1.K3	3.2.A1	3.2.K4	3.2.K6	3.3.A3	4.2.A3	4.2.K1
DCMS	56	73.2	74	56.1	38.2	50	65.1	75.1	47.8	29.4	39.6	48.9	66.8	48.4	57.7
State	68.4	69.9	70.1	64.3	62.4	63	71.3	78.1	63.4	49.7	57.9	69.6	79.4	53.5	68

Math Grade 8

2008 Preliminary Student Report

Indicator:	1.1.K5	1.2.A1	1.2.K2	1.4.A1	1.4.K2	2.2.A1	2.2.K3	2.3.A3	2.4.A2	3.1.A1	3.1.K6	3.4.K1	4.1.A4	4.1.K3	4.2.K3
DCMS	54.1	63.1	53.3	49	56	57.5	60.5	56	50.8	59.8	60.4	60.2	62.5	30.1	67.2
State:	70.2	75	63.5	60.6	69	70.7	78.9	68.5	60.1	73.6	71.9	74.1	75.2	48.4	78.5

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

2007 Student Report

Indicator:	1.1.K5	1.2.A1	1.2.K2	1.4.A1	1.4.K2	2.2.A1	2.2.K3	2.3.A3	2.4.A2	3.1.A1	3.1.K6	3.4.K1	4.1.A4	4.1.K3	4.2.K3
DCMS	56.7	60.2	49.1	49.3	59.7	61.8	66.4	58.5	47.4	60.3	61.6	62.8	63.5	39	70.4
State:	68.4	73.6	58.5	57.3	68.7	72.7	78.2	68.6	59.8	68.4	72.3	74.7	73.7	48.4	75.8

2006 Student Report

Indicator:	1.1.K5	1.2.A1	1.2.K2	1.4.A1	1.4.K2	2.2.A1	2.2.K3	2.3.A3	2.4.A2	3.1.A1	3.1.K6	3.4.K1	4.1.A4	4.1.K3	4.2.K3
DCMS	54.9	64.4	44	38.4	56.8	55.5	57.7	60.1	45.8	58	59.7	62.9	57.2	26.3	64.1
State:	68.8	75.2	50.6	48.4	66.6	68.4	79.3	64.1	60	69.5	68.1	71.9	71.6	44.6	76.4

School Safety Baseline Data

Incident profiling is a centralized record system in which violations of school codes of conduct are filed as the what, when, where, by whom, referred by, and resolution of the incident. Student referral data are organized by categories of violations such as bullying, fighting, property damage, abuse, trafficking, confrontations – student and staff, – loitering, school rule violation, etc. Dodge City Middle School. *(See Appendix – First Quarter Number of Occurrences Report)*

- Appreciates the potential of incident profiling as a means of anticipating and avoiding unsafe school events.
- Has an effective incident profiling system in place that is characterized by:
  - accessibility to and effective use by staff
  - being user friendly for those who file and use
  - policy and use that are consistent with legal requisites
  - useful and efficient recording forms.
- Continuously uses incident profiling to identify sources of problems, anticipate supervision needs, and plan for school safety.

SCHOOL SAFETY BASELINE DATA

NUMBER OF STUDENTS SUSPENDED MORE THAN TEN (>10) DAYS

Grade	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Seventh		16							
Eighth		10							
Total =		26							

NUMBER OF STUDENTS SUSPENDED LESS THAN TEN (<10) DAYS

Grade	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Seventh		54							
Eighth		51							
Total =		104							

NUMBER OF STUDENTS ATTENDING IN SCHOOL PLACEMENT

Grade	2007	2008	Dif	2008	2009	Dif	2009	2010	Dif
Seventh		22							
Eighth		26							
Total =		48							

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

SCHOOL INCIDENTS REPORT

Type of Incident	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Bullying/harassment of students	24	30			
Bullying/harassment of teacher/staff	1				
Bus incidents (disciplinary action taken)		70			
Fighting (mutual altercation)		4			
Gang-related incidents	103	125			
Other drugs (possession, use, sale)	1	8			
Other weapons confiscated	3	3			
Theft	25	41			
Tobacco (possession, use, sale)					
Trespassing (school property or function)		1			
Vandalism	5	36			
Violence to student	93	154			
Violence to teacher/staff	8	10			
TOTALS	263	482			

Perceptual Data

Site council response to, "What Do You Value Most About Education?" (Response Statements Below)

- Value the learning process.
- Make sure that students have understanding.
- Push to excel students.
- Learning should be a process that builds from one step to another in the reach for a final outcome.
- Provide the opportunity to succeed, the opportunity to develop critical independent thinking and foster higher level critical thinking for problem solving in the real world.
- Establish skills (global thinking, difficult future, awareness, acceptance, diversity, problem solving skills and technology) for students that will prepare them for their unknown future.
- Teach the importance of continuing education.
- Teach students how to learn.
- Allow each child to be challenged to succeed and to meet their greatest potential.
- Take advantage of their future opportunities.

Site council response to Building Needs Assessment (Academic)

1. **What parental involvement opportunities do you currently offer at DCMS?**
   - Skyward Family Access
   - Parenting Classes
   - PTO
   - Site Council
   - Booster Club
   - Conferences
   - Team/parent meetings/IEP
   - Open house
   - Seventh grade parent orientation in late May
   - Parent Academy

2. **How exactly do you want your parents to be involved at DCMS such as greater attendance, greater committee involvement, etc.?**
   - Our parents involved should represent our demographics.
   - Attendance is always important.
   - Communication with teachers, especially when there is a problem, but also at P/T conferences.
   - Personal phone call to invite them

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3. **Are parents training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?**
    - Having parents involved in the transition phase from intermediate centers to DCMS, from DCMS to high school. This could be possible by having workshops that will help all parents understand the drastic change their children will be going through and that they are satisfied with the educational plan (classes taken) their child has picked.
    - I try to be involved and help my children with their work.
    - Sometimes they want help, and sometimes they don't.
    - My children, in general, know more about technology than I do.
    - I can't answer for other parents since I am a teacher myself and wouldn't use the programs.
    - My best guess would be to see how many people show up.

4. **What types of communication exists with parents and community? Is it adequate?**
    - School newsletters – several parents said they liked these tips
    - Channel 21
    - Mailings
    - Radio
    - Send notes home with students
    - Migrant Night
    - Get information from my kids
    - Student Agenda
    - Not adequate-we need to be doing more – no suggestions on how to do more

Do you believe any of the items below would benefit students and/or parents?
    - Yes to all below
    - Parental networking
    - On-line parents homework I would like to know what my kids were working on in school, but I don't want to make more work for the teachers.
    - Blog maybe on school website
    - Parental tips in newsletters – pay more attention to what teachers tell me they are doing
    - Making our parents that are new to our community feel comfortable and teaching them about our educational system and how it works and how they can help.
    - Thank you all for participating and promoting academic excellence at DCMS.

Demographic Data

We believe that the first data required for continuous school improvement planning is a reflection of our demographic data. The answer to the question, who are we?, sets the context for Dodge City Middle School, has implications for the direction of continuous Quality Improvement Planning and will help explain how our school gets the results it is getting. Below is Dodge City Middle School profile as it relates to demographic data.

Dodge City Middle School is located in the rural urban community of Dodge City, Kansas. Sixty-Eight teachers, one librarian, two counselors, and three administrators serve the eight hundred and five students who attend our school in fifty-five classrooms. Currently, 385 seventh graders, and 420 eighth graders, will attend Dodge City Middle School during the 2009 school year. These students represent the spectrum of young adolescents, including high achievers, Limited English Proficient, special education, at-risk, disadvantaged, and displaced young adults. Dodge City Middle School serves a rural urban city, including a wide socio-economic population.

Ethnic Composition

GRADE	White		Black		Hispanic		American Indian		Asian/Pacific Island		Multi-Ethnic	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
7th	40	34	3	4	150	136	0	1	4	4	3	6
8th	76	28	7	5	167	126	3	1	3	2	1	1
Total	116	62	10	9	317	262	3	2	7	6	4	7
Total %	22%		2.4%		72%		.6%		1.6%		1.4%	

Percentage Low – Income Families

GRADE	Free Lunch		Percentage	Reduced Lunch		Total
	Males	Females		Males	Females	
7th	129	120		32	27	
8th	145	108		42	19	
Total	274	228	**502 (62.4%)**	54	46	**100 (12.4%) Total = 74.8%**

Content Analysis

During the first nine weeks of the school year, each team of teachers at Dodge City Middle School has developed a data analysis chart that reports overall student performances in specific reading and math content areas. The chart has been developed by using the districts File Maker Pro data base that reports test analysis on specific reading and math content areas as they are broken out under units of learning. The content analysis chart in both Math and Reading Assessment Content Analysis Chart displays student proficiency percentages within specific reading content areas tested. The content analysis chart is helpful in identifying specific content areas that are consistently showing over time (historically) weakness in student performances within specific content areas of the curriculum. The benchmark for proficiency should be set at 70% for each content area.

Ongoing Criterion Referenced Mini Assessments

Three times a year all students are administered mini assessments in both reading and math. The mini assessments compare an individual student's performance to a specific performance standard after the selected standards have been taught. These performance standards are articulated through a pacing guide distributed during the school year. Reading and math PLC teams are given a Formative Assessment chart to determine the percentage of students meeting or falling below state proficiencies. Students not meeting proficiency levels are referred to the after school intervention program. (*See Appendix - TIER II and III STRATEGY C: After-School Tutoring/Intervention Tutoring Program*) Students who do not meet state proficiencies are then administered the post assessment for the second time after a two week intervention has occurred. *(See Appendix- Formative Assessment Charts)*

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

Formative Assessment Chart Example

SEVENTH GRADE READING SKILLS: COMMON ASSESSMENT RESULTS FIRST NINE WEEKS																
STUDENT	Compares and contrasts varying aspects				Identifies topic, main idea, supporting details and theme				Characterization				Identifies and describes setting			
	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 1	CLASS 2	CLASS 3	CLASS 4
Student A																
Student B																
Student C																
Student D																

SMART GOALS 2009 - 2010	
Goal #1 <u>Reading</u>	By Spring of 2009, all students and all subgroups will meet or exceed AYP Reading target of 79.8 and/or achieve safe harbor status.
Goal #2 <u>Math</u>	By Spring of 2009, all students and all subgroups will either meet or exceed AYP Math target of 77.8 and/or achieve safe harbor status.
Goal #3 <u>Discipline</u>	Discipline referrals related to gang incidents will decrease by 10% (of the 54 referrals in the first quarter of 2008) by the spring of 2009.

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Stage 4: Prioritize & Set SMART Goals
SMART Goal: Reading:
By Spring 2009 all students and all subgroups will meet or exceed AYP Reading target of 79.8 and/or achieve safe harbor status.

STRATEGIES	SUBGROUP STRATEGIES	PERSON RESPONSIBLE	TIME LINE	RESOURCES	EVALUATION	STAFF DEVELOPMENT
TIER I STRATEGY A: Sheltered Instruction		All Teachers	Year	Tonnie Martinez Migrant/bilingual funds		Teachers participating in the SIOP training will attend one and half day of workshops throughout the year at a 100 percent attendance rate to receive a certificate of attendance in SIOP instruction.
Literacy instruction	Semantic mapping Word Walls Collapsing(summarizing) Anticipation guides Visuals Discovery Ed	All teachers	Year	Linda Douglas District staff development funds		Secondary Literacy Committee
TIER I STRATEGY B: Reinforcing Reading and Math Performance Standards through Content Analysis TIER I STRATEGY C: Formative Assessment (Benchmark Assessments) Textbook: Bridges & Interactive Reader		All Teachers Professional Learning Communities)	Year October December February	Local Accountability Professional Development Series By WestEd Building staff development funds	State adopted formative tests	Teachers and administrators learn more about the concepts and skills described in state content standards and how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance.
TIER II STRATEGY A: SMART Time TIER II and III STRATEGY B: Interventions Learning Center TIER II and III STRATEGY C: After-School Tutoring/Intervention Tutoring Program	Previous tested indicators Read 180 System 44 Small group sheltered instruction. Visuals Sematic mapping Word walls Collapsing Anticipation guides	SMART/advisory teacher Read 180 &System 44 teachaers After school teachers	Year Year November January February	Instructional coaches Scholastic ELL intervention coordinator After school teachers	SRI SPI Re-test mini assessment	WEB-X training System 44 Administered by ELL intervention coordinator
The Student Improvement Team	Student Reference Student Profile Parent Participation Modification Periods Reviews Additional Modifications and interventions if needed Student Referred for Sped testing if needed	Team Leaders Interventions Coordinator School Psychologists	Each student's case is unique. Approximately a two week review is done	Teachers Parents Instructional Coaches Interventions Coordinator Principals School Psychologist	Interventions and modifications Referred for testing	Team leaders learned more about the process at team leader conference and meetings before the school year began Continued dialogue in team leader meetings

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

SMART GOAL Math:

By Spring 2009 all students and all subgroups will either meet or exceed AYP Math target of 77.8 and/or achieve safe harbor status.

STRATEGIES	SUBGROUP STRATEGIES	PERSON RESPONSIBLE	TIME LINE	RESOURCES	EVALUATION	STAFF DEVELOPMENT
TIER I STRATEGY A: Sheltered Instruction		All Teachers	Year	Tonnie Martinez		Teachers participating in the SIOP training will attend one and half day of workshops throughout the year at a 100 percent attendance rate to receive a certificate of attendance in SIOP instruction.
Literacy instruction	Sematic mapping Word walls Visuals Discovery ED	All teachers	Year	Linda Douglas		Secondary literacy committee
TIER I STRATEGY B: Reinforcing Reading and Math Performance Standards through Content Analysis	FASTT math	Instructional coach math teachers including SPED	Year	Local Accountability Professional Development Series By WestEd	Completion award for each operation	
TIER I STRATEGY C: Formative Assessment (Benchmark Assessments)	Curricular mapping	PLC's	November January February			Teachers and administrators learn more about the concepts and skills described in state content standards and how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance.
TIER II STRATEGY A: SMART Time	Previous mini-test indicators	SMART Advisory Teachers	Year	Instructional coaches		
TIER II and III STRATEGY B: Interventions Learning Center	FASTT math Do the Math	Intervention teachers	Year	Scholastic	Assess ABC levels for each operation	Scholastic on line training
TIER II and III STRATEGY C: After-School Tutoring/Intervention Tutoring Program	Small group sheltered instruction Manipulatives Sematic mapping Visuals	ELL Interventions Coordinator/Instructional Coaches After school teachers	November January February	ELL interv. Coordinator Instruction coaches After school teachers	Retest min-assessment	ELL interventions coordinator
The Student Improvement Team	Student Reference Student Profile Parent Participation Modification Periods Reviews Additional Modifications and interventions if needed Student Referred for Sped testing if needed	Team Leaders Interventions Coordinator School Psychologists	Each student's case is unique. Approximately a two week review is done	Teachers Parents Instructional Coaches Interventions Coordinator Principals School Psychologist	Interventions and modifications Referred for testing	Team leaders learned more about the process at team leader conference and meetings before the school year began Continued dialogue in team leader meetings

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

SMART Goal: Discipline referrals related to gang incidents will decrease by 10% (of the 54 referrals in the first quarter of 2008) by the spring of 2009.

STRATEGIES	SUBGROUP STRATEGIES	PERSON RESPONSIBLE	TIME LINE	RESOURCES	EVALUATION	STAFF DEVELOPMENT
1.1 Students will participate in programs and activities to prevent gang related activities.	Student handbook given to all students during advisory classes. After School Gang Intervention Choices Program 7th and 8th Grade Making Right Choices Video during SMART Advisory	Advisory Teachers Counselors English Teachers	Yearly Yearly Yearly	Student Handbook Guest Speaker Video	Student Survey (8th grade) School Incident Report	Gang In-service Workshops and Professional Development
1.2 Students will be more aware of the school policies and procedures.	SMART Advisory classes review all policies and procedures of the student handbook during the first two weeks of school.	Advisory Teachers	First two weeks of school..	Student Handbook	Handbook Quiz (7th and 8th grade) Discipline Reports (suspension records) (conduct records)	Teacher Handbook
1.3 Students will participate in programs that lead to making good decisions.	DARE program – 7th graders Red Ribbon Week Rachel's Challenge posted in all classes.	Principal Counselors Teachers	Yearly	Guest Speakers Dare Officers Counselors DCPD	School Incident Report	Professional Development Workshops
1.4 Parents will become aware of strategies to identify gang behaviors	Parent Academy Newsletter articles	Principal Counselors Lisa Pelton	Yearly	Youthville Ford County Sheriff department	School incident Report	Parent Academy

Stage 5: Research & Identify Scientifically Based Research Strategies & Practices

THREE TIER INTERVENTION STRATEGIES
The three-tier model of instruction represented in Appendix is designed to meet the instructional needs of *all* students, including those students who are currently at-risk and those who are struggling in school. The intervention model is designed to help identify students early — before they fall behind — and provide ongoing instructional support in both cognitive and affective domains of individual development finding both a relevance for education and a support for specific content development based upon data driven instruction.

TIER ONE INTERVENTION STRATEGIES

Tier I instruction incorporates the following basic elements:

- A high-quality program of instruction based upon state's or district's curriculum standards
- The use of quality research-based instructional strategies or materials
- An ongoing assessment of students to determine instructional strengths and needs
- Ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction
- Intervention is done within the general framework of the classroom
- Curricula offerings are based on scientific research principles

The focus is on improving the core classroom instruction that all students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using sheltered instruction, flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers will be able to meet instructional goals.

TIER I STRATEGY A: Sheltered Instruction
Sheltered English instruction is an instructional approach that engages ELL above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, Dodge City Middle School teachers will use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. This approach to learning activities will allow the connection of new content to students' prior knowledge that requires collaboration among students and that spiral through curriculum material. This instructional practice will offer ELL the grade-level content instruction of their English speaking peers, while adapting lesson delivery to suit their English proficiency level. (*See Appendix – Sheltered Instruction*)

TIER I STRATEGY B: Reinforcing Reading and Math Performance Standards through Content Analysis
To reinforce performance standards, teachers will first identify the skills, activities, and experiences they will use in the instruction of the specific learning and design appropriate assessment strategies. The process will require teacher teams at each grade level to select content, choose instructional activities and strategies, and design assessments. The content analysis process also requires teams of teachers to sequence all the elements of the curriculum into a coherent, workable framework. The end result of the content analysis process is to have each teacher within the core structure, including electives, to increase the amount of time teaching specific reading and math content which students are tested on what they are expected to learn, and what they are expected to learn is included in the instruction they receive.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

TIER I STRATEGY C: Formative Assessment (Benchmark Assessments)
The key purpose of the Tier I process is to identify students who have not developed the essential skills required for success at the next level of instruction. Benchmark data will be collected for the entire class at least three times per year to establish benchmarks and local norms for the school. The task set forth in Tier I is to upgrade the general instruction in a manner that effectively addresses the needs of deficient students in a whole group setting.
Steps for successful implementation of a Tier I process include the following:

- The process for assessing math and reading is tied to state standards and occurs through mini assessments at least three times per year.
- Data is collected and presented in a user-friendly manner in a graphical context. The PLC teams meet at least four times per year to address the data and make instructional changes.
- Students are identified using pre-set benchmark scores, and measurable goals are established for the class and for deficient students within the classroom.
- Measurable goals are set for the next data collection period.
- The team uses problem-solving methods to address the needs of the deficient students and formulates these in relation to the instruction provided for the entire class.
- The team determines the level of support and programming needed to accomplish goals for the whole class.
- Observations are conducted by teachers, psychologists, principals or others to ensure the fidelity of the instruction through the Student Intervention process.
- Teachers implement the strategies/interventions in the classroom.
- The team reconvenes to evaluate the efficacy and fidelity of the changes. This process is designed to develop teachers' skills in differentiated instruction for students. In addition, the process helps identify objective data for those students who need more intense interventions and more frequent progress monitoring. A positive aspect of appropriate Tier I interventions results is the ability to focus resources for more intense instructional or behavioral problems in Tier II and Tier III.

TIER II STRATEGY A: SMART Time
The SMART (School Math and Reading Time) program allows teachers to work one-on-one with students to improve their specific academic deficiencies, thereby reducing the number of students at academic risk in school. A 30-minute time period is available during SMART time on Monday through Fridays for those students who need re-teaching opportunities and individualized instruction in reading and math. SMART time will be held during the second and third quarters of the school year for Tier II interventions. Since the re-teaching and tutoring are delivered by the student's own core subject teachers, the decision on SMART placement is based on the second and third quarter benchmark assessments and the Kansas State Assessments in reading and math.

SMART Advisory Time
The goals of the SMART advisory program are to help students with their academic and social development, to provide a sense of community and security among the students, and to connect each student with an adult advisor in the school community. The SMART advisory program is based on the belief that the classroom teacher, who sees the students every day, makes the best possible advisor. The advisory period is different from academic classes. Advisory is non-graded, and the curriculum is designed to promote the students' affective development, not their cognitive skills. During the SMART advisory period, the student is provided a secure classroom environment in which to question, explore, inquire, and discuss. Small group discussions and one-on-one counseling can also take place during advisory, along with opportunities to review homework assignments, receive clarification regarding school events, and discuss school and local issues and concerns. Recognizing that experiences in the middle grade years are critical in the development of interests, attitudes, and habits that relate to success in later life, the advisory program has the following goals:

- To assist students with their orientation and adjustment to the middle school setting.
- To provide students with academic and career counseling.
- To help students better understand themselves and their relationships with others.
- To help students improve their study skills.
- To help students explore future educational and career opportunities

The advisory period occurs five days a week. Script activities (A lesson plan for each activity) occur twice a week, with Skyward individual grade updates on Wednesday, and campus and study skills activities on the other two days. *(See Appendix - Sample Advisory Script)*

Start Script Activities .... August 14, 2008
End Script Activities .... October 17, 2008
Begin Tier Interventions.. October 20, 2008
End Tier Interventions... December 23, 2008
Begin Test Taking Skills .... January 5, 2009
End Test Taking Skills .... March 6, 2009
Begin Script Activities .... March 9, 2009
End Script Activities .... May 22, 2009

TIER II and III STRATEGY B: Interventions Learning Center

One tier II and III intervention strategy will be the Interventions Learning Centers. The 2 Intervention Learning Centers uses reading and math software to enhance basic skill attainment along with direct instruction. The use of Read 180 and FASTT math software applications allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies. The Intervention Learning Centers allows students to enter a classroom learning environment for eighty-four minutes per day. The Read 180, System 44 and Do the Math, FASTT Math interventions provide students with immediate correction and constant reinforcement. It also provides continual evaluation of student performance and keeps records of student progress.

Placement in the Intervention Learning Center will be for nine weeks or more, depending on the individual student's needs. Students will be identified for placement through various achievement or criterion-referenced testing scores. The Student Reading Inventory (SRI) is used for places students at the appropriate reading level. Students exiting the Intervention Learning Center will be placed on a modification plan to ensure progress when returning to the regular classroom setting.

Because space is limited to eighteen students in each of the Intervention Learning Centers, students will be prioritized for placement according to greatest need. Referrals to the Intervention Learning Center will include assessment criteria, such as achievement tests and teacher recommendation. The process will be similar to the after-school tutoring program, except placement in computer center programs requires the referring teacher or team of teachers to identify the specific skills that are to be targeted. The teacher or team of teachers will refer students to the Intervention Learning Center by completing the referral form. The form provides categories for the teacher to check off concerning the reasons for referral. A space for additional comments is also provided. Information such as teacher and student names, date of referral, specific learning outcomes to be targeted, and the length of time for placement are all necessary components of this form.

TIER II and III STRATEGY C: After-School Intervention/ Tutoring Program

This program is designed to provide a supervised study environment and individual tutoring for students who are identified by mini-assessment scores as academically at-risk in one or more of their core subjects. The normal term of placement for this program is eight days, depending on individual student needs. Most likely, the same students will enter and exit the program throughout the school year. It is helpful for students who need a study environment because their homes may not be conducive to learning or because they find it difficult to study within the regular classroom. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through small group instruction with time for one-on-one. There are many tutoring resources within any community. *(See Appendix - Reading and Math Tier II Intervention Schedule)*

- First Mini Assessment: (October 6th – October 9th)
- After School Session I Tier II: (Start November 3rd and Post Test November 19th)
- Second Mini Assessment: (December 8th through December 11th)
- After School Session II Tier II: (Start January 5th and Post Test January 21st)
- Third Mini Assessment: (January 26th through January 29th)
- After School Session III Tier II: (Start February 9th and Post Test February 25th)

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

The Student Improvement Team

The Student Improvement Team approach is a comprehensive systemic process that connects students, in all grade levels, with developmentally and educationally appropriate services to help them achieve their greatest academic, social, and personal well-being. The Student Improvement Team process brings together different systems, organizations and resources to maximize youth academic performance and resiliency.

The Student Improvement Team process is designed to assist all students. It does not limit services to students who have been identified as "at-risk." While students who are referred may have shared or demonstrated certain risk indicators, the primary purpose for the referral is the observed behavior – not the fact that a student may or may not be considered "at-risk**." (***See Appendix - Student Improvement Team Process)*

Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan

Professional Development Goal: To design and implement three tier intervention/modification and SIOP instructional practices that provide students the necessary assistance for improving their academic performance on state-mandated assessments. (*See Appendix - Professional Development Plan)*

Progress Objective 1: Teachers participating in the three tier intervention and modification training will identify, at 80 percent proficiency, the characteristics of at-risk students and be able to apply appropriate intervention and modification strategies to enhance individual specific skill development.

Progress Objective 2: Teachers participating in the SIOP training will attend one and half day of workshops throughout the year at a 100 percent attendance rate to receive a certificate of attendance in SIOP instruction.

Progress Objective 3: This will be a two part in-service. The first part will be for a leadership curriculum committee that recommends the academic standards that will be the foundation for a "minimum guaranteed curriculum" to be learned by all students in the district. The second part will help classroom teachers and administrators learn more about the concepts and skills described in state content standards and how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance.

Evaluation Strategies:

Professional Staff (Process Indicators):
1. Survey the evaluation forms from each professional development activity.
2. Conduct a survey on the extent of use of student portfolios.
3. Collect data on the number of referrals to after-school programs, interventions and student success rates.
4. Collect data on the number of teachers attending professional development activities.
5. Determine number of teachers receiving professional development points, as compared to previous years.
6. Determine number of teachers who are qualified to conduct SIOP lessons.

Student Evaluation (Impact on Student Learning):
1. Compare standardized test results in math and reading.
2. Compare pre- and post-district assessments in math, and reading.
3. Collect comparative math and reading data on the number of minority students.

School Improvement Results (Progress Indicators):
1. Conduct a professional development survey to assess climate and positioning.
2. Determine student attendance in extended-day program.
3. Determine number of math and reading teachers who are extending time in the school day for min

Kansas
state department of
Education

Stage 7: Monitor Implementation & Progress

The accreditation of schools has been a function of the State Board of Education since 1966. In 1968, the Legislature enacted laws to implement the 1966 constitutional amendment in which the State Board of Education was given the authority to "accredit schools including elementary and secondary…public and private…" (K.S.A. 72-7513). Quality Performance Accreditation (QPA) requires that each school select an External Technical Assistance Team (ETAT) to provide support/guidance for the school improvement process. ETAT members may not be affiliated with the school but may be affiliated with the district.

The USD 443 District Improvement Advisory Council (DIAC) has been formed to provide a process for in-district collaboration and support for building School Improvement Plans. DIAC provides an opportunity for schools to learn from one another other and to use DIAC as a sounding board for their school improvement efforts. Each school develops and implements a School Improvement Plan (SIP). Once per year, each school's School Improvement Steering Committee (SISC) will present their SIP (using structured Protocol) to the District Improvement Advisory Council (DIAC).The building principal is expected to participate along with their SISC committee chairs as members of the DIAC team. Schools, after presenting their SIP to the DIAC, will make adjustments and present the plan to the board of education *(See Appendix - District Improvement Advisory Council)*

DIAC Process

Each school develops and implements a School Improvement Plan (SIP). Once per year, each school's School Improvement Steering Committee (SISC) will present their SIP (using structured Protocol) to the District Improvement Advisory Council (DIAC).The building principal, along with their DIAC team is **expected to participate in ALL DIAC presentations**; either as a reporting school ("Inside Circle") or by providing feedback ("Outside Circle") DIAC provides a process for in-district collaboration and support for building School Improvement Plans. This is an opportunity for schools to learn from one another other and to use DIAC as a sounding board for their school improvement efforts.

DIAC PROTOCOL:

STEP 1: (15 minutes) Presentation:
Inside Circle (2-3 people from the School Improvement Team, SIT) describes their School Improvement Plan by answering the following:
1. Why they developed this focus for school improvement in your building?
2. How they ensured that they are making "windshield" adjustments rather than "rear view mirror" response?
3. How 21st Century School Standards been implemented in their plan?

STEP 2: (4 minutes) Clarifying Questions:
District Improvement Advisory Committee (DIAC) asks clarifying questions of the SIT: These are questions that have brief, factual answers. (Facilitator helps the group to stay on track with this as sometimes people want to ask voyeur type questions to satisfy their own curiosity.)

STEP 3: (4 minutes) Silent Reflection:
During this time, members of the outside circle use the tuning protocol itself to jot down thoughts in each of the categories:
- Reflective questions
- Strong points relative to the presentation
- Red flags relative to the presentation
- More choices

Also during this time, the inside circle jots down thoughts on the tuning protocol but only in the categories of
- Red flags
- Leverage points

STEP 4: (9 minutes) Outside Circle feedback:
The outside circle provides feedback from each category of the Feedback Protocol while the inside circle listens silently (very hard to do!)
STEP 5: (8 minutes) Inside Circle Reflection, (out loud)
The inside circle reflects out loud on the feedback, the outside circle listens quietly (also very hard to do!)

USING MULTIPLE DATA SOURCES TO IMPROVE INDIVIDUAL STUDENT ACHIEVEMENT

We will monitor the implementation of the Integrated Improvement Plan regularly at the building level as our teachers monitor the student achievement data they receive each time the students take the formative assessments in math and reading classes. These take place several times throughout the course of a semester. This process takes place through the PLC process set up on our building. In addition, the steering committee for the school improvement process at DCHS will work closely to monitor this process as well. Our district school officials will participate in this process with us – this will take place annually.

Dodge City Middle School professional learning communities are composed of eight collaborative teams whose members work *interdependently* to achieve *common goals*. The very essence of each *learning* community is a focus on and a commitment to the learning of each student. Each PLC, member embraces high levels of learning for all students as both the reason the school exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members each of the PLC's create and are guided by individual student clear and compelling purpose of what our school must become in order to help all students learn.

They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

The teams are the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself.

EXTENDED OPPORTUNITIES FOR LEARNING

During this process, we will monitor data from our formative assessments, criterion reference assessments, as well as our state assessment results for all of our students and subgroups. We will pay particular close attention to the impact the interventions are making with our flagged students.

TIER I STRATEGY A: Sheltered Instruction
- Sheltered English instruction is an instructional approach that engages ELL above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency.

TIER I STRATEGY B: Reinforcing Reading and Math Performance Standards through Content Analysis
- To reinforce performance standards, teachers will first identify the skills, activities, and experiences they will use in the instruction of the specific learning and design appropriate assessment strategies. The process will require teacher teams at each grade level to select content, choose instructional activities and strategies, and design assessments. The content analysis process also requires teams of teachers to sequence all the elements of the curriculum into a coherent, workable framework.

TIER I STRATEGY C: Formative Assessment (Benchmark Assessments)
- The key purpose of the Tier I process is to identify students who have not developed the essential skills required for success at the next level of instruction. Benchmark data will be collected for the entire class at least three times per year to establish benchmarks and local norms for the school. The task set forth in Tier I is to upgrade the general instruction in a manner that effectively addresses the needs of deficient students in a whole group setting.

Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

TIER II STRATEGY A: SMART Time
- The SMART (School Math and Reading Time) program allows teachers to work one-on-one with students to improve their specific academic deficiencies, thereby reducing the number of students at academic risk in school. A 30-minute time period is available during SMART time on Monday through Fridays for those students who need re-teaching opportunities and individualized instruction in reading and math.

TIER II and III STRATEGY B: Interventions Learning Center
- One tier II and III intervention strategy will be the Interventions Learning Centers. The 2 Intervention Learning Centers uses reading and math software to enhance basic skill attainment along with direct instruction. The use of Read 180 and FASTT math software applications allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies. The Intervention Learning Centers allows students to enter a classroom learning environment for eighty-four minutes per day. The Read 180, System 44 and Do the Math, FASTT Math interventions provide students with immediate correction and constant reinforcement. It also provides continual evaluation of student performance and keeps records of student progress.

TIER II and III STRATEGY C: After-School Intervention/ Tutoring Program
- This program is designed to provide a supervised study environment and individual tutoring for students who are identified by mini-assessment scores as academically at-risk in one or more of their core subjects.

Appendix

DCMS Mission Statement

To engage all students in a safe, positive, diverse environment that promotes academic excellence and develops responsible, respectful leaders.

STUDENT BELIEFS

In order for students to be successful as they advance in their education, we believe that all students possess the following skills:

- Demonstrate competency in communication skills including reading, writing, and speaking.
- Demonstrate competency in math skills including computation and problem solving.
- Be responsible, respectful members of the school and community at large.
- Be independent, creative thinkers and problem solvers.
- Demonstrate technological proficiency.
- Be aware of and tolerant of the world around them.

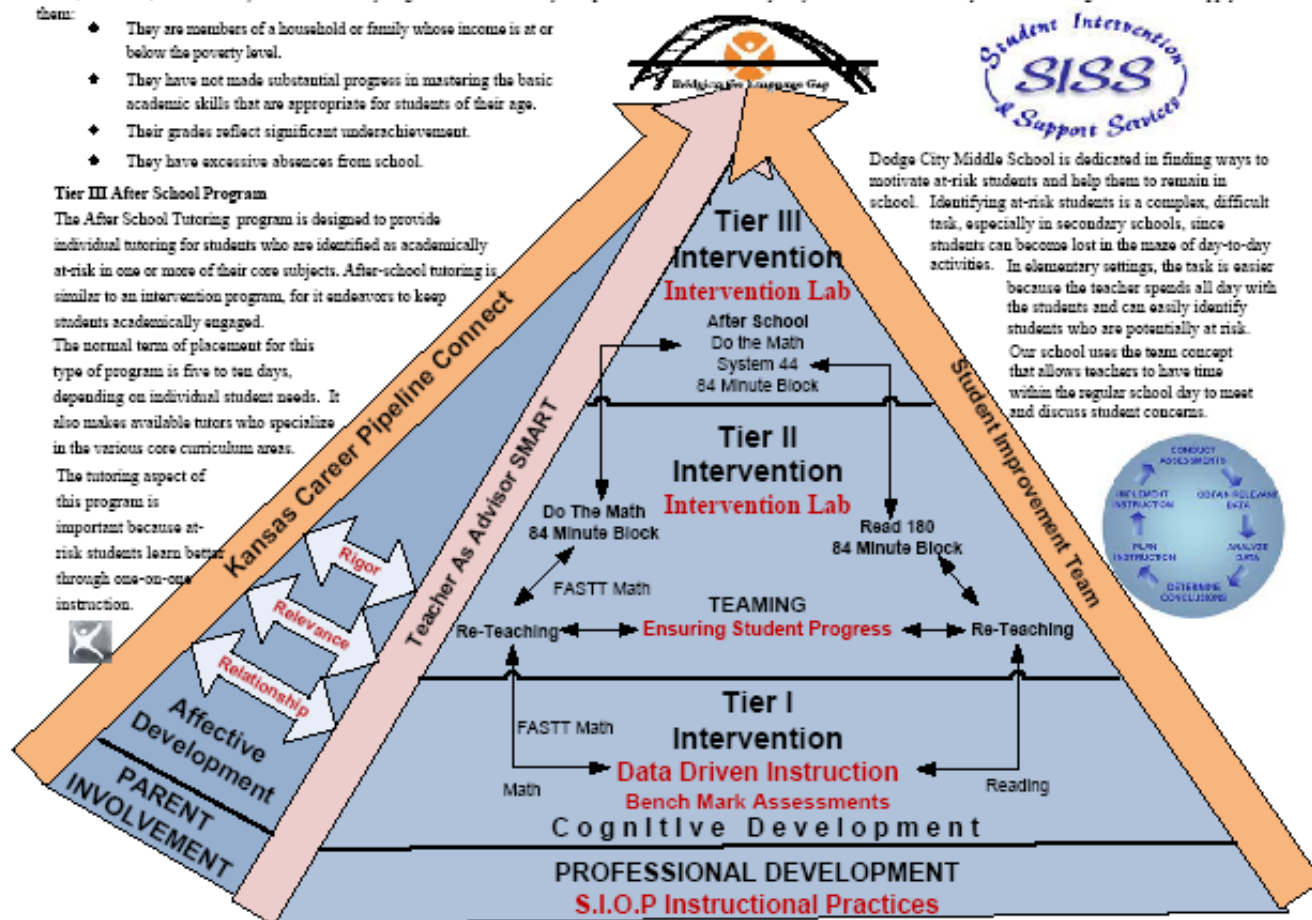At Dodge City Middle School we take pride in being proactive in identifying at-risk students. We recognize that if at-risk students are not identified early and provided with the necessary assistance and intervention, they develop habitual behaviors that are difficult to change. At-risk students are defined as individuals whose present status (economic, social, academic, and/or health) indicates that they might fail to successfully complete their education. They may be deemed at risk if any of the following characteristics apply to them:

- They are members of a household or family whose income is at or below the poverty level.
- They have not made substantial progress in mastering the basic academic skills that are appropriate for students of their age.
- Their grades reflect significant underachievement.
- They have excessive absences from school.

Tier III After School Program

The After School Tutoring program is designed to provide individual tutoring for students who are identified as academically at-risk in one or more of their core subjects. After-school tutoring is similar to an intervention program, for it endeavors to keep students academically engaged.

The normal term of placement for this type of program is five to ten days, depending on individual student needs. It also makes available tutors who specialize in the various core curriculum areas.

The tutoring aspect of this program is important because at-risk students learn better through one-on-one instruction.

Dodge City Middle School is dedicated in finding ways to motivate at-risk students and help them to remain in school. Identifying at-risk students is a complex, difficult task, especially in secondary schools, since students can become lost in the maze of day-to-day activities. In elementary settings, the task is easier because the teacher spends all day with the students and can easily identify students who are potentially at risk. Our school uses the team concept that allows teachers to have time within the regular school day to meet and discuss student concerns.

Tier III Intervention — Intervention Lab — After School — Do the Math — System 44 — 84 Minute Block

Tier II Intervention — Intervention Lab — Do The Math 84 Minute Block — Read 180 84 Minute Block — FASTT Math

TEAMING — Ensuring Student Progress — Re-Teaching — Re-Teaching

Tier I Intervention — Data Driven Instruction — Bench Mark Assessments — FASTT Math — Math — Reading — Cognitive Development

PROFESSIONAL DEVELOPMENT — S.I.O.P Instructional Practices

Kansas Career Pipeline Connect — Teacher As Advisor SMART — Student Improvement Team — Rigor — Relevance — Relationship — Affective Development — PARENT INVOLVEMENT

SMART Advisory

The advisory program is a purposefully planned period in which concerns of the adolescent are addressed. The advisory period is a vehicle for communication and student development to be sustained and supported by a caring adult, the teacher-advisor. Recognizing that experiences in the middle grade years are critical in the development of interests, attitudes, and habits that relate to success in later life, the advisory program has the following goals:

- To assist students with their orientation and adjustment to the middle school setting.
- To provide students with academic and career counseling.
- To help students better understand themselves and their relationships with others.
- To help improve their study skills.
- To help students explore future educational and career opportunities.

TIER I INTERVENTION

The focus is on improving the core classroom instruction that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using sheltered instruction, flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers will be able to meet instructional goals.

STUDENT IMPROVEMENT TEAM

The Student Improvement Team approach is a comprehensive systemic process that connects students, in all grade levels, with developmentally and educationally appropriate services to help them achieve their greatest academic, social, personal and well-being. The Student Improvement Team process brings together different systems, organizations and resources to maximize youth academic performance and resiliency.

TIER II Assisted Learning Center

One tier II and III intervention strategy will be the Assisted Learning Center. The Assisted Learning Center will use new reading and math developmental approaches to enhance basic skill attainment. The use of Read 180 and Do the Math foundational approach will allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies. The Assisted Learning Center allows students to enter the intervention lab for eighty-four minutes per day and begin their own individual intervention program under the supervision of a highly qualified teacher. The Read 180 (System 44) and Do the Math (FASTT Math) intervention approach to learning provide students with immediate correction and constant reinforcement. It also provides continual evaluation of student performance and keeps records of student progress.

Parent Academy

This year Dodge City Middle School (DCMS) has a new program aimed at helping to strengthen communications and connections between middle school students, their parents, and DCMS. The Parent's Academy has been designed with a variety of topics and activities focused on the important relationships at this critical point in the students' lives. Each month there will be one night dedicated to a different topic that directly impacts the parents and students of DCMS.

Our next session will be Monday, November 3rd at 6:30 at DCMS. The focus of this session will be Gang 101 for parents. Officer Tim McClure of the DCPD will be with us this night presenting current information about gangs in our community. He will be informing parents about what activity is really happening in our middle school and talk about the signs parents need to be aware of when dealing with children. There will be free babysitting provided for families who attend and we will be doing a door prize raffle for the families who attend.

Future Date and topics are listed below. Whether you are interested in just one topic or in all of the topics, we hope you are able to attend this year's Parent's Academy. We know these critical issues will help you and your student to make the most of the middle school experience.

- The schedule for this years Parent's Academy is as follows:
- Monday November 3rd-- Gang 101: What Parents Need to Know
- Monday January 12th –-Southwest Plains Regional Service Center's Joe Coles presenting on Bully and Cyber Bullying
- Monday February 2nd --Math and Reading Night
- Monday March 9th --Family Fitness Night
- Monday April 6th --Cultural Diversity Night

Building Needs Assessment (Academic)
Site Council has been requested to contribute answers for: Section 5 Parental Needs

1) What parental involvement opportunities do you currently offer at DCMS?
*Skyward Family Access
*Parenting Classes
*PTO
*Site Council
*Booster Club
*Conferences
*Team/parent meetings/IEP
*Open house
*Seventh grade parent orientation in late May
*Parent Academy

2) How exactly do you want your parents to be involved at DCMS such as greater attendance, greater committee involvement, etc.?
*Our parents involved should represent our demographics.
*Attendance is always important. Communication with teachers, especially when there is
a problem, but also at P/T conferences.
*Personal phone call to invite them

3) Are parents training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?
*Having parents involved in the transition phase from intermediate centers to DCMS, from DCMS to high school. This could be possible by having workshops that will help all parents understand the drastic change their children will be going through and that they are satisfied with the educational plan (classes taken) their child has picked.
*I try to be involved and help my children with their work. Sometimes they
want help, and sometimes they don't. My children, in general, know more about technology than I do. I can't answer for other parents since I am a teacher myself and wouldn't use the programs. My best guess would be to see how many people show up.

4) What types of communication exists with parents and community? Is it adequate?
*School newsletters – several parents said they liked these tips
*Channel 21
*Mailings
*Radio
*Send notes home with students
*Migrant Night
*Get information from my kids
*Student Agenda
*****Not adequate-we need to be doing more – no suggestions on how to do more

NOTE: Do you believe any of the items below would benefit students and/or parents? Yes to all below
*Parental networking
*On-line parents homework   - I would like to know what my kids were working on in school, but I don't
*want to make more work for the teachers.
*Blog maybe on school website
*Parental tips in newsletters – pay more attention to what teachers tell me they are doing
*Making our parents that are new to our community feel comfortable and teaching them about our educational system and how it works and how they can help.

Thank you all for participating and promoting academic excellence at DCMS.

Reading Grade 7

2008 Preliminary Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	79.9	69	62.9	72.8	61.9	61.7	65.7	68.6	58.6	72.2	59.6	65.9	69.4	64.2	67.3	72.7
State:	86.5	80	69.5	79.4	70.1	70.5	75.8	76.4	66.2	81.7	70.1	73.7	81.1	75.4	76.2	80.7

2007 Student Report

Indicator:	1.3.01	1.3.03	1.3.04	1.4.02	1.4.05	1.4.06	1.4.07	1.4.08	1.4.09	1.4.10	1.4.11	1.4.14	1.4.15	2.1.01	2.1.02	2.1.03
DCMS	78.4	79.8	70.3	75.6	67.9	61.7	73.8	73.4	65	76.1	60.7	51.1	68.8	68.8	71.5	69.6
State:	86	76.9	75.7	82.2	74.1	66.4	80.3	79.2	69.7	81.6	67.5	60.9	80	75.8	79.7	75.1

2006 Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	71.8	59.2	60.4	62.5	61.1	57.9	63.1	63.8	59.5	69.3	63.7	55.5	67.1	68.8	64.6	62.0
State	84.2	70.1	67.2	79.2	71.1	69.8	74.9	75.3	69.1	81.3	73.5	62.1	79.3	79.6	76.4	72.8

Reading Grade 8

2008 Preliminary Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	76.9	66.7	63.1	68.3	72.4	60.9	56.2	70.6	60.0	78.2	54.9	63.8	71.6	63.5	63.7	56.7
State:	87	80.4	73.9	78.9	81.9	69.6	67.9	82.6	72.8	88.8	65.6	74.9	82.2	77.1	74.8	69.6

2007 Student Report

Indicator:	1.3.01	1.3.03	1.3.04	1.4.02	1.4.05	1.4.06	1.4.07	1.4.08	1.4.09	1.4.10	1.4.11	1.4.14	1.4.15	2.1.01	2.1.02	2.1.03
DCMS	85.3	80.3	68.5	74.6	74	55.4	61.4	76.1	63.1	75.7	52	66.5	71.0	62.8	61.8	53.6
State:	90.2	83.9	72.4	79.9	82.9	60.6	68.8	83.4	70.8	83.1	62.5	74.8	79.3	74.8	72.10%	64.6

2006 Student Report

Indicator:	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
DCMS	79.3	66.5	62.5	66.5	73.3	58.3	59.3	70.6	60.9	76.6	56.8	59.9	68.2	66.5	65.2	57.2
State	88.3	79.7	67.6	75.9	81.1	66.2	72.6	80.1	71.5	83.3	65.6	69.6	75.6	77.2	77.1	68.8

Reading Summary Grade 7

	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
06	71.8	59.2	60.4	62.5	61.1	57.9	63.1	63.8	59.5	69.3	63.7	55.5	67.1	68.8	64.6	62
07	78.4	79.8	70.3	75.6	67.9	61.7	73.8	73.4	65	76.1	60.7	51.1	68.8	68.8	71.5	69.6
08	79.9	69	62.9	72.8	61.9	61.7	65.7	68.6	58.6	72.2	59.6	65.9	69.4	64.2	67.3	72.7
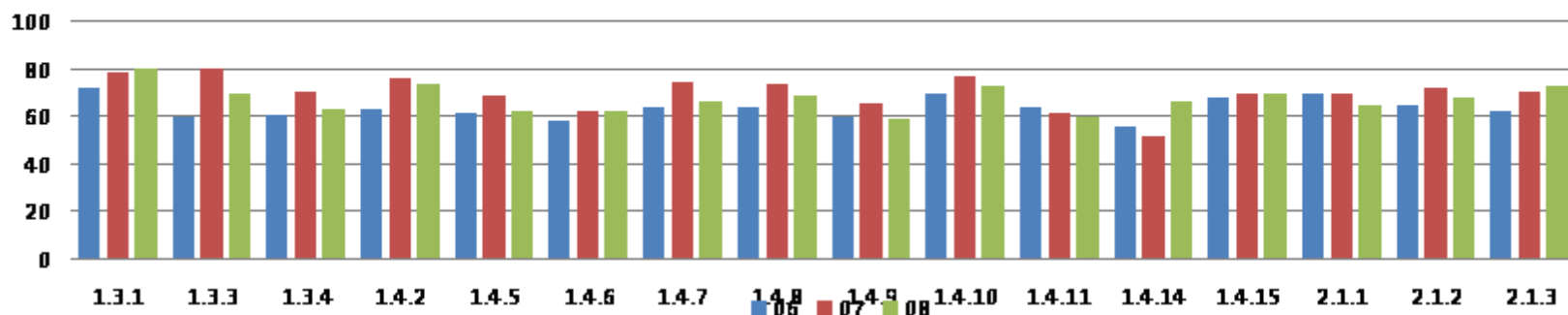
Reading Summary Grade 8

	1.3.1	1.3.3	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.14	1.4.15	2.1.1	2.1.2	2.1.3
06	79.3	66.5	62.5	66.5	73.3	58.3	59.3	70.6	60.9	76.6	56.8	59.9	68.2	66.5	65.2	57.2
07	85.3	80.3	68.5	74.6	74	55.4	61.4	76.1	63.1	75.7	52	66.5	71.0	62.8	61.8	53.6
08	76.9	66.7	63.1	68.3	72.4	60.9	56.2	70.6	60.0	78.2	54.9	63.8	71.6	63.5	63.7	56.7
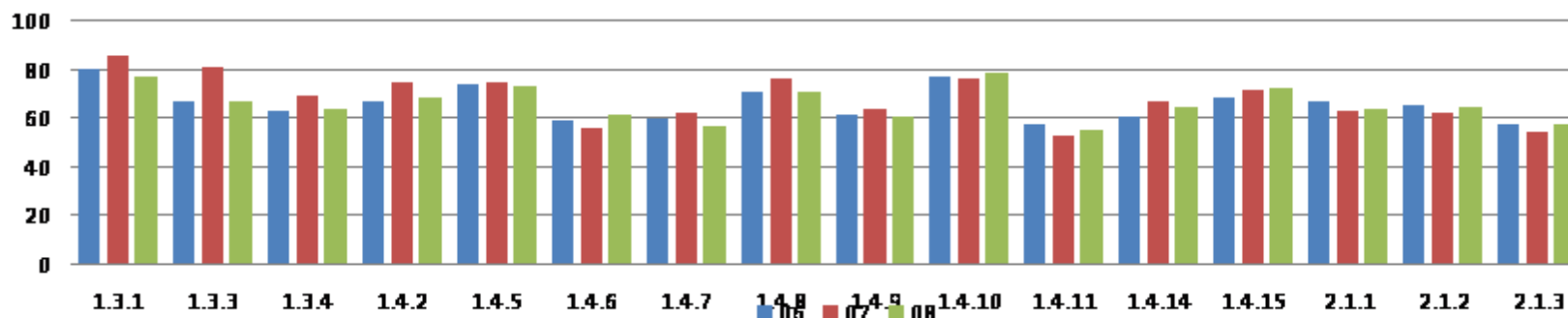
1st Quarter Number of Occurrences Report
2008-2009
August 14, 2008 - October 17, 2008

| Grd	Offense	Occurrences	# Stds	Grd	Offense	Occurrences	# Stds
7	Attendance Related	6	6	8	Alcohol Related	1	1
7	Behavior	49	40	8	Attendance Related	30	27
7	Bus Referral	13	11	8	Behavior	89	54
7	Class Disruption	3	3	8	Bus Referral	9	7
7	Defiance of Authority/FTC	2	2	8	Class Disruption	12	10
7	Failure to Serve Detention	1	1	8	Violated Student Contract	2	2
7	Gang Related	15	14	8	Defiance of Authority/FTC	26	21
7	Harassment/Bullying	6	5	8	Failure to Serve Detention	35	17
7	Inappr Dress	1	1	8	Gang Related	39	30
7	Incite to Fight	4	4	8	Harassment/Bullying	9	8
7	Leaving Without Permission	1	1	8	Inappr Dress	5	5
7	Profanity	1	1	8	Incomplete Work	1	1
7	Safety Violation	1	1	8	Incite to Fight	2	2
7	Sexual Harassment	3	3	8	Inapp Use Technology	3	3
7	Excessive Tardy	4	4	8	Leaving Without Permission	2	2
7	Theft	2	2	8	Profanity	8	8
7	Threats/Staff	1	1	8	Skipped Detention	7	6
7	Threats/Student	8	7	8	Sexual Harassment	1	1
7	Unexcused Absences/Truant	5	5	8	Sexual Misconduct	2	2
7	Violence/Adult	1	1	8	Excessive Tardy	36	23
7	Violence/Student	21	16	8	Theft	2	2
7	Verbal Abuse/Student	2	2	8	Tobacco Related	2	2
		150	131	8	Trespassing	1	1
				8	Threats/Student	4	4
				8	Violence/Adult	2	2
				8	Vandalism	2	2
	7th grade total	150	131	8	Violence/Student	24	17
	8th grade total	366	270	8	Verbal Abuse/Staff	8	8
	School Totals	516	401	8	Verbal Abuse/Student	2	2
						366	270

After-School Intervention/ Tutoring Program

TIER II and III STRATEGY C: After-School Intervention/ Tutoring Program

This program is designed to provide a supervised study environment and individual tutoring for students who are identified by mini-assessment scores as academically at-risk in one or more of their core subjects. The normal term of placement for this program is eight days, depending on individual student needs. Most likely, the same students will enter and exit the program throughout the school year. It is helpful for students who need a study environment because their homes may not be conducive to learning or because they find it difficult to study within the regular classroom. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through small group instruction with time for one-on-one. There are many tutoring resources within any community.

- First Mini Assessment: (October 6th – October 9th)
- After School Session I Tier II: (Start November 3rd and Post Test November 19th)
- Second Mini Assessment: (December 8th through December 11th)
- After School Session II Tier II: (Start January 5th and Post Test January 21st)
- Third Mini Assessment: (January 26th through January 29th)
- After School Session III Tier II: (Start February 9th and Post Test February 25th)
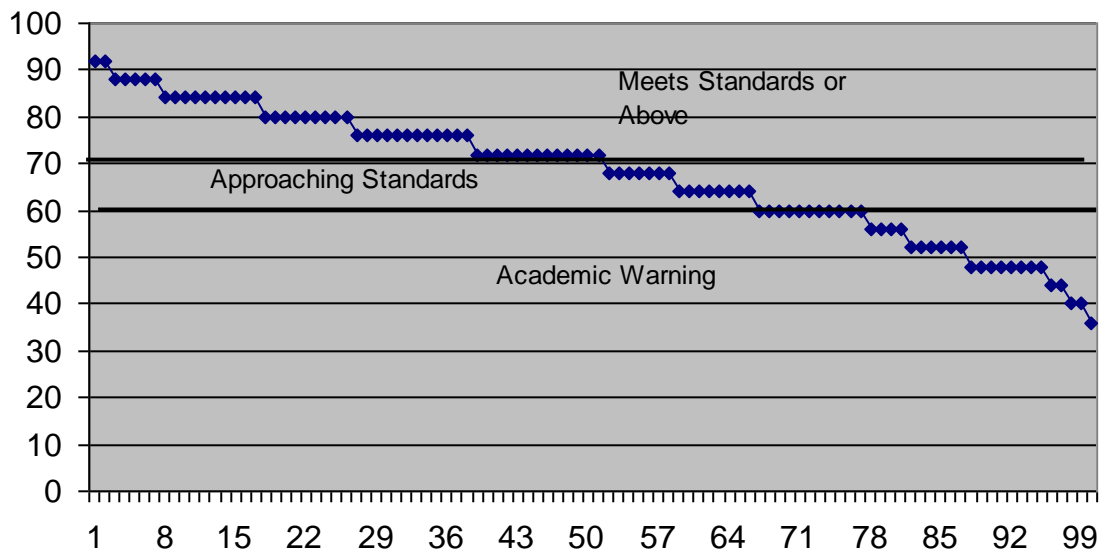
Reading 8th Grade
Teacher A Fortunate Accident
Indicator: R.8.1.4.7, R.8.1.4.10, R.8.2.1.1, R.8.2.1.2, R.8.2.1.3

Meets Standards or Above

Approaching Standards
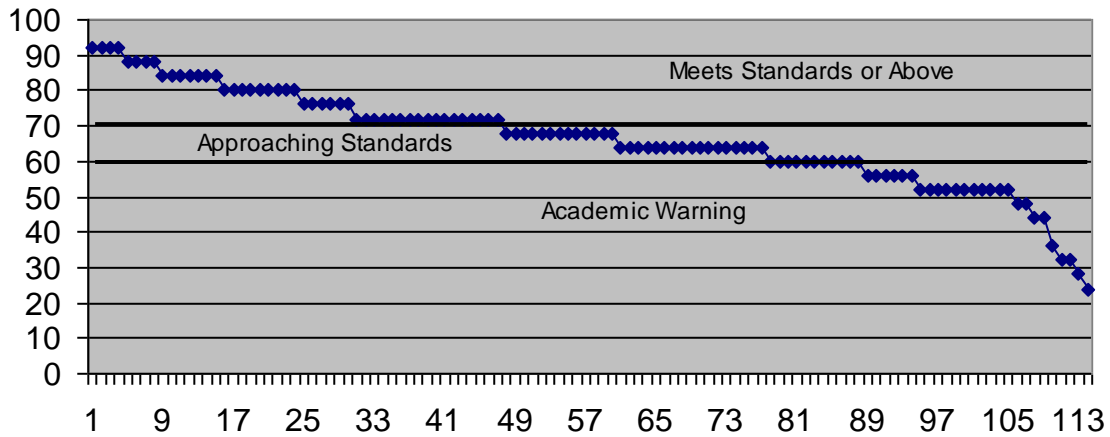
Academic Warning

Meets Standards 48/115 or 42%, Approaching Standards 41/115 or 36%,
Academic Warning 26/115 or 22%

# Reading 8th Grade
Teacher B Fortunate Accident
R.8.1.4.7, R.8.1.4.10, R.8.2.1.1, R.8.2.1.2, R.8.2.1.3

Meets Standards or
Above

Approaching Standards

Academic Warning

Meets Standards 51/100 or 51%, Approaching Standards 26/100 or 26%,
Academic Warning 23/100 or 23%

Reading 8th Grade
Teacher 8 C Fortunate Accident
Indicators: R.1.4.7, R.1.4.10, R.2.1.1, R.2.1.2, R.2.1.3

Meets Standards or Above

Approaching
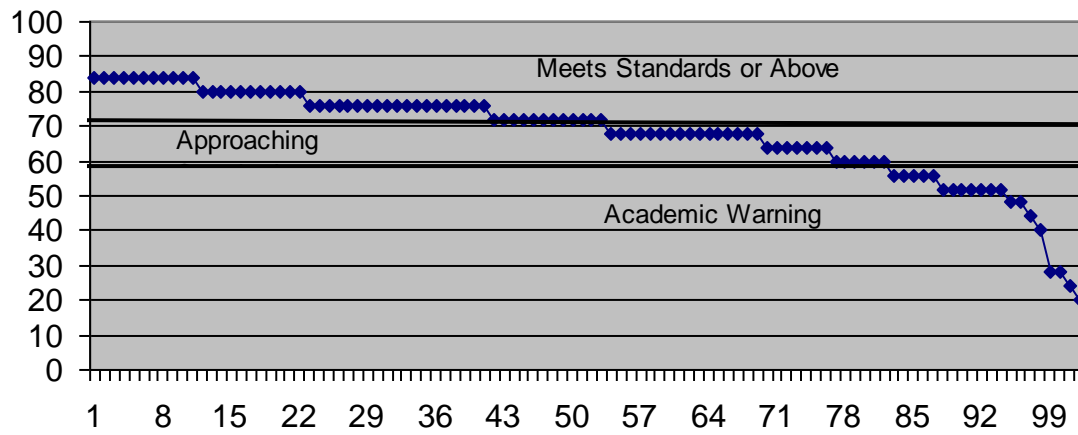
Academic Warning

Meets Standards 54/103 or 52%, Approaching Standards 29/103 or 28%,
Academic Warning 20/103 or 20%

SIOP MODEL

1. BUILDING BACKGROUND
- Sheltered lessons link new content to students' background experience and prior learning. Special activities build vocabulary related to specific content as well as to general academic language.
- Highly proficient readers activate their schema as they read and listen. Schema is background knowledge of the world that provides a framework for understanding and acquiring new ideas and information.
- Through direct questioning, conversation, and shared activities learn about student background.
- Emphasize key content vocabulary.
- Help students make explicit connections to personalize new word learning.

3. COMPREHENSIBLE INPUT
- Sheltered lessons present content information in ways that ELLs can comprehend. Linguistic input – both teacher speech and text – is adjusted to maximize student comprehension, without lessening content or expectations for achievement.
- ELLs are called upon to process, manipulate, and display large amounts of new material at a rapid pace in a foreign language. Visual aides, allowances for processing time, and opportunities for clarification provide support in this intense, demanding process.
- Speak clearly and slowly.
- Employ pauses, short sentences, simple syntax, few pronouns and idioms.
- Use redundancy and discourse markers, keywords, outlines.
- Provide examples and descriptions, not definitions.
- Use visuals, hands-on resources, gestures and graphic organizers.
- Provide content texts at multiple language proficiency levels.

4. STRATEGIES
- Strategies have been described as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." (Chamot & O'Malley, 1994).
- Teachers model and scaffold strategies, working toward independent competence.
- Teachers also push students beyond content knowledge to higher order skills including critical analysis and inquiry.
- Teaching explicit learning strategies improves reading and learning and helps ELLs acquire the tools they need to approach learning tasks and solve problems with assistance, as part of a team or independently.
- Through careful modeling and scaffolding, teach a range of metacognitive, cognitive, and affective strategies, one at a time.
- Allow time for repeated practice so that students acquire procedural knowledge of one strategy before introducing another.

5. INTERACTION
- Sheltered lessons provide frequent opportunities for students to interact with different groups of peers and others.
- To acquire language fluency, students need opportunities to produce real, purposeful language and to direct the course of conversations and arguments.
- Facilitate frequent pair and small-group activities centered around meaningful tasks.
- Model and assign tasks requiring turn-taking, questioning, supporting/disagreeing, clarification.
- Model and discuss ways of communicating respect.

6. PRACTICE/APPLICATION
- English language learners have opportunities in the classroom to practice and apply the language skills and content knowledge they have acquired.
- Trying out new knowledge and practicing new skills in a safe environment, supported by teacher and peer feedback, leads to mastery. Initially, students can reflect on and adjust their performance initially with assistance and ultimately independently.
- Provide hands-on materials for students to use in practicing new content knowledge.
- Provide opportunities for students to apply new knowledge and use language skills in the classroom.
- Create activities that call upon students to integrate listening, speaking, reading, and writing.

7. LESSON DELIVERY
- Throughout the lesson, learning activities support and reinforce the content and language objectives established at the beginning of the lesson. Students are actively engaged in the lesson activities. The lesson's pace is appropriate to the students' language ability levels.
- Effective lesson delivery maximizes students' understanding, which increases student participation and enhances the quality of student work.
- Refer to and reinforce content and language objectives explicitly throughout the lesson.
- Engage students in meaningful activity 90-100% of the lesson.
- Keep the pace of the lesson challenging, but do-able, for all students. Be mindful that students' comfort level varies in terms of pace; use appropriate pacing strategies.

8. REVIEW AND ASSESSMENT
- Teachers of English language learners observe student performance systematically with regard to criteria established in the preparation phase. Both content-based products and language-related processes are taken into account.
- Traditional whole-class methods of assessment may provide no way to showcase ELLs' development. Assessment should be a continuous and interactive process between teacher and student.
- In lieu of or in conjunction with discrete point and objective-style tests, assess through:

  - Conferences
  - Take-home reflections
  - Oral retell
  - Learning logs

  - Graphic organizers
  - Content inventory
  - Cloze exercises
  - Dictations

- Use with a scoring guide or performance rubrics, aligned with learning objectives to collect evidence of content learning.

ACTIVITY #2
KNOW YOUR SCHOOL

Rationale   **August 18th – 22nd**

This activity is also designed to familiarize students with school rules and procedures. It is highly interactive and requires the students to move around the room asking questions of each other.

Activity Description

This activity requires two advisory periods.

Day 1: Each student needs a student handbook. The following topics are reviewed in the handbook: tardies, early morning arrivals, bus loading procedures, lunch procedures, student lunch break boundaries, eligibility, in-school suspension, uniform policy, and sexual harassment. The teacher may choose to review the students orally by questioning them at random or may allow the students to review themselves individually or in pairs. The students are informed that tomorrow's activity will include questions about the review topics.

Day 2: Each student needs a copy of the Focus worksheet. (Focus worksheets do not require written responses to questions; they require oral responses.) The students move around the room, finding other students who can answer the questions on the worksheet. No student may answer more than one question for any other student, unless there are more questions than students. When a student answers a question, he or she signs the worksheet next to that question. (Some teachers prefer to have the students write their responses and sign them.) As soon as students get all the questions signed, they return to their seats. When all students are seated, the activity is completed. Teacher-advisors might want to add a competitive aspect to this activity and give rewards to the one, two, or three students who finish first. The advisor should then go around the room asking different students to give their responses to the questions and provide clarification when necessary.

SMART ADVISORY SCRIPT

UNIT	TITLE	ACTIVITY
School Orientation	Know Your School	2

OBJECTIVES
Students will become familiar with school rules through a teacher discussion and the focus worksheet.

TIME	MATERIALS	GROUPING
	1. Student Handbook 2. Focus Worksheet	

PROCEDURES

Day 1

Review with the students the following topics in the student handbook. Tell the students that this content

will be used for an activity tomorrow.

Tardies
Early morning arrivals
Bus loading procedures
Lunch procedure – ID Code
Student lunch break boundaries
Eligibility
In-school suspension
Uniform Policy
Sexual harassment

Day 2

1. Give each student a copy of the focus worksheet and explain the activity.

2. When all students have completed the activity, discuss their responses and provide clarification when needed.

EVALUATION

Was the activity/discussion interesting to you?   _____Yes   _____No

Was the activity/discussion interesting to the other students?   _____Yes   _____No

Did you need additional information for this activity?   _____Yes   _____No

COMMENTS: _____

_____

TEACHER SIGNATURE: _____

FOCUS WORKSHEET FOR ACTIVITY #2

1. Explain the school policy regarding the first three tardies in each nine-week period. Include the role of the teacher, parent, and assistant principal. (See posted tardy policy.)

   _____

2. Explain the school's policy regarding tardies four through seven in each nine-week period. (See posted tardy policy.)

   _____

3. What are the two designated areas for early morning arrivals? Include the proper way to enter each area.

   _____

4. State the steps for loading the buses after school?

   _____

5. What is the procedure for paying for lunches?

   _____

6. What is the procedure for getting your lunch?

7. What color of shoestrings are allowed at DCMS?

   _____

8. What are the minimum scholastic standards and attendance standards for eligibility?

   _____

9. On what day of the week does the eligibility period begin and end?

   _____

10. What is the school's mission statement for this school year?

    _____

11. Name any three of the seven reasons for in-school placement?

    _____

12. When does the in-school placement school day begin and end?

    _____

13. What constitutes sexual harassment?

14. How can graffiti constitute sexual harassment?

    _____

15. What are two purposes of the student planner?

    _____

DODGE CITY MIDDLE SCHOOL
MATH TIER II INTERVENTION SCHEDULE
2008 - 2009

First Mini Assessment: (October 6th – October 9th)
After School Session I Tier II: (Start November 3rd and <u>Post Test November 19th</u>)
MATH 7th Grade

(7.1.1A1a)	Generates and/or solves real-world problems using equivalent representations of rational numbers and simple algebraic expressions: a) addition, subtraction, multiplication, and division of rational numbers with a special emphasis on fractions and expressing answers in simplest form
(7.1.4.k2abcN)	Addition, subtraction, multiplication and division of decimals

Math 8th Grade

(8.1.1.K5abc)	Knows and explains what happens to the product or quotient when:
	a) a positive number multiplied/divided by a rational number greater than zero and less than one;
	b) a positive number multiplied/divided by a rational number greater than one;
	c) a nonzero real number multiplied/divided by zero
(8.1.2.K2)	Identifies all the subsets of the real number system to which a given number belongs
(8.2.2K3a)	Solves one and two step linear equations in one variable with rational number coefficients and constants intuitively and/or analytically

Second Mini Assessment: (December 8th through December 11th)
After School Session II Tier II: (Start January 5th and <u>Post Test January 21st</u>)
MATH 7th Grade

7.1.1A1a	Generates and/or solves real-world problems using equivalent representations of rational numbers and simple algebraic expressions:
	a) addition, subtraction, multiplication, and division of rational numbers with a special emphasis on fractions and expressing answers in simplest form
7.1.4.k2abcN	Addition, subtraction, multiplication and division of decimal
7.2.2.K7	Knows the mathematical relationship between ratios, proportions, and percents and how to solve for a missing term in a proportion with positive rational number solutions and monomials

Math 8th Grade

8.1.2.A1ab	Generates and/or solves real-world problems with rational numbers using the concepts of these properties to explain reasoning:
	a) commutative, associative, distributive, and substitution properties
	b) Identity and inverse properties of addition and multiplication
8.2.2.A.1a	Represents real-world problems using:
	a) variables, symbols, expressions, one-or two-step equations with rational number coefficients and constants
8.2.2K3a	Solves one and two step linear equations in one variable with rational number coefficients and constants intuitively and/or analytically
8.3.1. A1a	Solves real-world problems by:
	a) using the properties of corresponding parts of similar and congruent figures
8.4.2. K3	Determines and explains the measure of central tendency (mode, median, mean) for a rational number data set

Third Mini Assessment: (January 26th through January 29th)
After School Session III Tier II: (Start February 9th and <u>Post Test February 25th</u>)
MATH 7th Grade

7.2.1.K1ab	Identifies, states and continues a pattern presented in various formats:
	a) counting numbers including perfect squares, cubes, and factors and multiples(Number Theory)
	b) arithmetic and geometric sequences
7.2.2. A1	Represents real-world problems using variables and symbols to write linear expression, and one or two step equations.
7.2.2. K8	Evaluates simple algebraic expression using positive rational numbers.

Math 8th Grade

8.2.3.A3	Translates between the numerical, tabular, graphical, and symbolic representations of linear relationships with integer coefficients and constants
8.3.1.K6	Pythagorean Theorem
	a) determine if a triangle is a right triangle
	b) find a missing side of a right triangle
8.4.1.A4	Make predictions based on the theoretical probability (simple event)
8.4.1.K3	Find the probability of a compound event composed of two independent events in an experiment, simulation or situation

DODGE CITY MIDDLE SCHOOL
READING TIER II INTERVENTION SCHEDULE
2008 - 2009

<u>**First Mini Assessment:**</u> **(October 6th – October 9th)**

After School Session I Tier II: (Start November 3rd and <u>Post Test November 19th</u>)

<u>**READING 7th Grade**</u>

Mini-Test I

1.4.7	Compares and contrasts varying aspects
1.4.10	Identifies topic, main idea, supporting details and theme
2.1.1	Characterization
2.1.2	Identifies and describes setting
2.1.3	Identifies major and minor elements of plot

<u>**READING 8th Grade**</u>

Mini-Test I

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2.1.2	Identifies and describes setting
2.1.3	Identifies major and minor elements of plot

<u>**Second Mini Assessment:**</u> **(December 8th through December 11th)**

After School Session II Tier II: (Start January 5th and <u>Post Test January 21st</u>)

<u>**READING 7th Grade**</u>

Mini-Test II

1.3.3	Determines meaning of words through structural analysis bio, aero, mim, aqua, mid, semi, -ist, geo
1.4.5	Makes inference and draw conclusions
1.4.6	Analyze text structure
1.4.8	Explains cause-effect relationship
1.4.14	Identifies author's position in persuasive text and describes techniques
1.4.15	Distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotype

<u>**READING 8th Grade**</u>

Mini-Test II

1.4.2	Understands the purpose of text features and uses such features to locate information in text
1.4.5	Makes inference and draw conclusions
1.4.6	Analyze text structure
1.4.8	Explains cause-effect relationship
1.4.14	Identifies author's position in persuasive text and describes techniques
1.4.15	Distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotype

<u>**Third Mini Assessment:**</u> **(January 26th through January 29th)**

After School Session III Tier II: (Start February 9th and <u>Post Test February 25th</u>)

<u>**READING 7th Grade**</u>

Mini-Test III

1.3.1	Determines meaning of word or phrases using context clues
1.3.3	Determines meaning of words through structural analysis
1.3.4	Identifies and determines the meaning of figurative language
1.4.2	Understands the purpose of text features and uses such features to locate information in text
1.4.9	Uses paraphrasing and organizational skills to summarize information
1.4.11	Explains the relationship between an author's use of literary device in text and his/her purpose for writing

<u>**READING 8th Grade**</u>

Mini-Test III

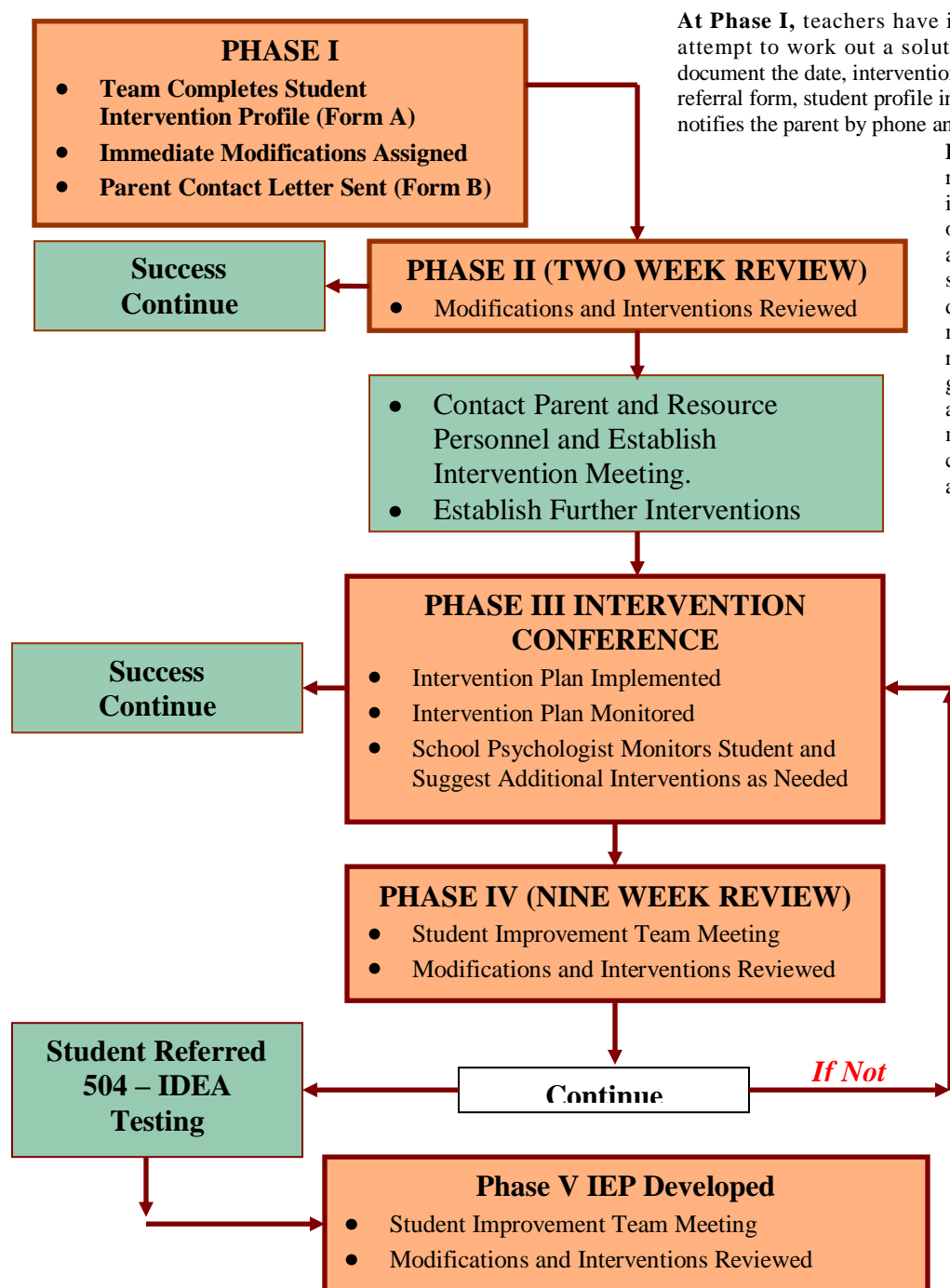|	
1.3.1	Determines meaning of word or phrases using context clues
1.3.3	Determines meaning of words through structural analysis
1.4.9	Uses paraphrasing and organizational skills to summarize information
1.4.11	Explains the relationship between an author's use of literary device in text and his/her purpose for writing

MODIFICATION AND TRANSITIONS PROCESS

SISS Student Intervention & Support Services

The Referral Process

Students can access the process in three different ways: (1) they can be referred by a teacher, staff person, parent, or community member; (2) they can refer themselves to the process; and/ or (3) they can be referred by an administrator if they violate the student code of conduct and are referred as part of a disciplinary action. Parents access the process in two ways: (1) they can refer their child if they have concerns; and/or (2) they can be requested to provide the team with additional information and support in the intervention of their child. School staff accesses the process by making a request for assistance to the team, completing the Request for Information forms, providing any additional needed information regarding a student, and by communicating with the team. Community members and other concerned persons can access the process by completing a Request for Assistance form and submitting it to the team upon request from the team for additional support.

PHASE I
- **Team Completes Student Intervention Profile (Form A)**
- **Immediate Modifications Assigned**
- **Parent Contact Letter Sent (Form B)**

At Phase I, teachers have identified a specific problem and attempt to work out a solution with the student. Make certain to document the date, intervention, and outcome. The team completes the referral form, student profile initiates modification. In Phase I the team notifies the parent by phone and mails the parent contact letter.

Success Continue

PHASE II (TWO WEEK REVIEW)
- Modifications and Interventions Reviewed

Phase II After two weeks the team reviews modifications or intervention. If the desired outcome is not achieved, then additional resource personnel are scheduled for a conference to design additional intervention or modification strategies. Additional resource personnel may be the guidance counselor or administrator. In cases where mental health services are in place, a case manager might be able to provide assistance.

- Contact Parent and Resource Personnel and Establish Intervention Meeting.
- Establish Further Interventions

PHASE III INTERVENTION CONFERENCE
- Intervention Plan Implemented
- Intervention Plan Monitored
- School Psychologist Monitors Student and Suggest Additional Interventions as Needed

Success Continue

Phase III If success is not obtained in Phase II a referral should be made to the school psychologist using the Request for Assistance Form. Please attach copies of your documentation from Phase I and Phase II. This will provide the school psychologist with a picture of the problem and a history of attempted interventions. This information will also move the process along more swiftly, preventing repetition of unsuccessful interventions. During Phase III the school psychologist will observe the student in the classroom and from these observations make suggestions for further interventions or modifications. The parents are contacted and attempts are made to resolve the problem with parental support. Again, documentation must be kept regarding the date, interventions, and outcomes. A record of parental contacts should be kept on a phone log... Example of Intervention: Parent/teacher/student conferences, behavioral consequences (detentions, discipline. slips), new seating arrangements, remedial assistance after school, peer tutoring, curricular modifications.

PHASE IV (NINE WEEK REVIEW)
- Student Improvement Team Meeting
- Modifications and Interventions Reviewed

Student Referred 504 – IDEA Testing

Continue   *If Not*

Phase V IEP Developed
- Student Improvement Team Meeting
- Modifications and Interventions Reviewed

Phase IV If success is-not reached in Phase III, a referral will be made to determine if the student qualifies for services under Section 504 or IDEA (special services). If they do not qualify for either program, the referral is returned to the Student Improvement Team for further examination.

DODGE CITY MIDDLE SCHOOL
2008 - 2009
Professional Development Plan

School Improvement Goal: To design and implement three tier intervention/modification and SIOP instructional practices that provide students the necessary assistance for improving their academic performance on state-mandated assessments and learn how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance. .

Progress Objective 1: Teachers participating in the three tier intervention and modification training will identify, at 80 percent proficiency, the characteristics of at-risk students and be able to apply appropriate intervention and modification strategies to enhance individual specific skill development.

Progress Objective 2: Teachers participating in the SIOP training will attend one and half day of workshops throughout the year at a 100 percent attendance rate to receive a certificate of attendance in SIOP instruction.

Progress Objective 3: This will be a two part in-service. The first part will be for a leadership curriculum committee that recommends the academic standards that will be the foundation for a "minimum guaranteed curriculum" to be learned by all students in the district. The second part will help classroom teachers and administrators learn more about the concepts and skills described in state content standards and how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance.

Solution:

The Dodge City Middle School "Building Leadership Team" (BLT) has determined that our building needs additional professional development time in order to meet the requirements of the Kansas State Department of Education for schools "on improvement".

The DCMS BLT is proposing that our building be allowed to utilize up to 18 hours of the allotted inclement weather time for the purpose of developing and implementing an integrated improvement plan for DCMS. The faculty of Dodge City Middle school proposes that time be set aside for the purpose of school improvement as determined by availability of trainers:

Days Proposed
- November 25th and 26[th] = 1 1/2 Days – (SIOP In-service)
- February 11th (1/2 Day Currently Available PLC) + (1/2 Day West Ed)
- April 15th (1/2 Day Currently Available PLC) + (1/2 Call for Presenters)

Process Indicators:
1. The principal will develop a time utilization plan for modifying the calendar to utilize up to 16 hours of the allotted inclement weather time for the purpose of developing and implementing an integrated improvement plan for DCMS.
2. The site-based professional development team will review and select possible presenters whose presentations are related to the topic of "Three Tier Interventions, 21st Century Learning Skills, and SIOP instructional practices.
3. The assistant superintendent of schools will compose and submit a proposal to the board of education that requests permission for the deregulation of school days for professional development. The professional development team will assist the assistant superintendent of secondary education by providing all pertinent information.
4. The site-based professional development team will secure all facilities, materials, and equipment required for all two and a half day sessions.

Evaluation Strategies:
Professional Staff (Process Indicators):
7. Survey the evaluation forms from each professional development activity.
8. Conduct a survey on the extent of use of student portfolios.
9. Collect data on the number of referrals to after-school programs, interventions and student success rates.
10. Collect data on the number of teachers attending professional development activities.
11. Determine number of teachers receiving professional development points, as compared to previous years.
12. Determine number of teachers who are qualified to conduct SIOP lessons.

Student Evaluation (Impact on Student Learning):
4. Compare standardized test results in math and reading.
5. Compare pre- and post-district assessments in math, and reading.
6. Collect comparative math and reading data on the number of minority students.

School Improvement Results (Progress Indicators):
4. Conduct a professional development survey to assess climate and positioning.
5. Determine student attendance in extended-day program.
6. Determine number of math and reading teachers who are extending time in the school day for minority students.

District Improvement Advisory Council (DIAC)

WHAT: Each school develops and implements a School Improvement Plan (SIP). Once per year, each school's School Improvement Steering Committee (SISC) will present their SIP (using structured Protocol) to the District Improvement Advisory Council (DIAC).The building principal, along with their DIAC team is **expected to participate in ALL DIAC presentations**; either as a reporting school ("Inside Circle") or by providing feedback ("Outside Circle")

WHO/WHEN: SISC Committee Chairs and principals from all USD 443 buildings.

DIAC	Reporting Schools	BOE Report
Oct 1 (3:45–5:15)	DCHS, DCMS	Oct 13
Nov 5	SIC, CIC	Nov 10
Jan 7	WRG, SS	Jan 12
Feb 4	B, M	Feb 09
Apr 8	C, L	Apr 13
May 6	NW, R	May 11
Jun 3 (May 20?)	ALT ED, BB	June 8

WHERE: TLC

WHY: DIAC provides a process for in-district collaboration and support for building School Improvement Plans. This is an opportunity for schools to learn from one another other and to use DIAC as a sounding board for their school improvement efforts.

DIAC PROTOCOL:

STEP 1: (15 minutes) Presentation:
Inside Circle (2-3 people from the School Improvement Team, SIT) describes their School Improvement Plan by answering the following:
1. Why they developed this focus for school improvement in your building?
2. How they ensured that they are making "windshield" adjustments rather than "rear view mirror" response?
3. How 21st Century School Standards been implemented in their plan?

STEP 2: (4 minutes) Clarifying Questions:
District Improvement Advisory Committee (DIAC) asks clarifying questions of the SIT: These are questions that have brief, factual answers. (Facilitator helps the group to stay on track with this as sometimes people want to ask voyeur type questions to satisfy their own curiosity.)

STEP 3: (4 minutes) Silent Reflection:
During this time, members of the outside circle use the tuning protocol itself to jot down thoughts in each of the categories:
* Reflective questions
* Strong points relative to the presentation
* Red flags relative to the presentation
* More choices

Also during this time, the inside circle jots down thoughts on the tuning protocol but only in the categories of
* Red flags
* Leverage points

STEP 4: (9 minutes) Outside Circle feedback:
The outside circle provides feedback from each category of the Feedback Protocol while the inside circle listens silently (very hard to do!)

STEP 5: (8 minutes) Inside Circle Reflection, (out loud)
The inside circle reflects out loud on the feedback, the outside circle listens quietly (also very hard to do!)

10 minute break before 2nd school takes the inside circle.

DIAC "Outside Circle" Protocol Feedback Sheet   <u>**DODGE CITY MIDDLE SCHOOL**</u>
Reporting School ("Inside Circle")

Reflective Questions: questions offered in the spirit of NOT wanting an answer, but to inspire team thinking.	*Red Flags:* related to presentation, data conclusions, research base, etc.

Strong Points: *relative to presentation, plan, etc.*	**More Choices:** *what else could/should be considered? Ideas?*