

**Jonas Clarke Middle School 2009-2010
LEXINGTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN**

School Council Members:

Dina Savitz: Parent

Lisa Smith: Parent

Robin Winston: Parent

Lorelle Yee: Parent

Michelle Bartley: Teacher

Kristen Rangel: Teacher

Anna Monaco: Administration

Jonathan Wettstone: Administration

Steven Flynn: Administration

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System Goals: Ensure that the academic, social, and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences. Ensure that the faculty and staff are of high quality and are enabled and supported to perform at the highest professional level.

| Goal 1 | Strategies | Timeline | Evidence/Data | Performance Target | Level of Achievement | Person Responsible |
|---|--|---|--|---|----------------------|--|
| <p>Curriculum & Instruction:</p> <p>Continue to Create a Professional Learning Community</p> | <ul style="list-style-type: none"> • Provide appropriate structures to support effective teaming within the school day including weekly team and grade-level content meetings | <p>2009-2011 school years (2 year goal)</p> | <ul style="list-style-type: none"> • Continue collaborative meeting time for Foreign Language, and PE/Health • Schedule time for Special Education to meet on a weekly basis • Continue weekly team and content meeting times | <ul style="list-style-type: none"> • Team and content meeting agendas are directly linked to the school and district goals • SMART goals are created and action plans for their achievement are clearly defined • Common formative assessments are created and implemented in the classrooms | | <p>Principal Assistant Principals Team Leaders Department Chairs Faculty</p> |
| | <ul style="list-style-type: none"> • Disperse leadership throughout the building in order to share decision-making, increase communication and ensure shared vision | | <ul style="list-style-type: none"> •Administration meets regularly with teacher leaders (department chairs, team leaders) | <ul style="list-style-type: none"> •Teacher leaders meet with staff to convey information during team meetings, content meetings and department meetings | | |
| | <ul style="list-style-type: none"> • Use administrative feedback forms for all team and content meetings to increase communication and assure shared vision | | <ul style="list-style-type: none"> •Team and content feedback forms sent to administration to provide support to team and content groups based on needs | <ul style="list-style-type: none"> •Feedback forms are returned to administration weekly with results of meeting, questions and comments | | |

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| | <ul style="list-style-type: none"> • Collaborate across district to articulate common skills all students must acquire for core courses offered at Clarke and Diamond, to gather evidence of student success and design interventions needed for equity and excellence for all | | <ul style="list-style-type: none"> • Middle School curriculum meetings and collaboration with Diamond staff and administration • Teachers share common curriculum | <ul style="list-style-type: none"> • Common formative assessments are created and implemented in the classrooms • Administration will work with content teams to look at and analyze data | | |
| | <ul style="list-style-type: none"> • Identify any student who does not meet the established objectives | | <ul style="list-style-type: none"> • Content teams will meet to determine students not meeting established objectives • Continue to implement the use of personal response systems (LEF grant) to determine student understanding of content | <ul style="list-style-type: none"> • Struggling students will receive appropriate interventions to ensure all essential skills have been acquired | | |
| | <ul style="list-style-type: none"> • Create a data culture: examine the results of each common assessment in an effort to determine which member of the team/content group is getting the best student results for each objective, and then share ideas, methods, and materials for reaching those objectives more effectively | | <ul style="list-style-type: none"> • All content teams will analyze the data gathered from their common assessments to determine if the goals have been achieved • Teachers look at student work to improve their practice and student achievement • Implement <i>iTouch</i> technology (LEF grant) in foreign language to assess student understanding of the target language | <ul style="list-style-type: none"> • Administration will work with content teams to look at and analyze data | | |

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| Goal 1A | Strategies | Timeline | Evidence/Data | Performance Target | Level of Achievement | Person Responsible |
|--|---|-----------------------------|--|--|----------------------|---|
| <p>Curriculum and Instruction: Design, implement, and analyze two middle school district-wide common assessments per content/grade level PLC team by June 1, 2010.</p> | <ul style="list-style-type: none"> Principals will convene the curriculum cabinet/leadership team | 2009-2010 School Year | <ul style="list-style-type: none"> MS curriculum meetings and collaboration with Diamond staff and administration Teachers share common curriculum | <ul style="list-style-type: none"> Use grade-level content-meetings and department meetings to map curriculum Use feedback forms for grade-level content meetings linked to school and district goal | | Principal Assistant Principals Department Chairs Faculty |
| | <ul style="list-style-type: none"> Principals/Supervisors will create a timeline for completion of SMART goals | | <ul style="list-style-type: none"> Timeline will be shared with staff at both middle schools | <ul style="list-style-type: none"> All content teams will create at least two common assessments during the school year | | |
| | <ul style="list-style-type: none"> Provide training and materials in common assessment design, data collection and analysis | | <ul style="list-style-type: none"> Administration will meet with staff to introduce the goal Articles and information on common assessments to be distributed to all staff | <ul style="list-style-type: none"> Staff will have an appropriate level of understanding of the expectations set by administration | | |
| | <ul style="list-style-type: none"> Develop action plan for development of common assessment Administer common assessment by December 21, 2009 | | <ul style="list-style-type: none"> Staff will receive an action plan template Assessment to be implemented at both middle schools Collegial discussion and collaboration during professional development days and | <ul style="list-style-type: none"> Staff will use the completed action plan template and timeline to develop 2 common assessments Admin will receive completed action plan | | |

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| | <ul style="list-style-type: none"> • Bring student work/assessment results to the a professional development afternoon • Analyze results (student work) • Revise instructional practices to inform future instruction | | <p>department meeting times</p> <ul style="list-style-type: none"> • Use ½ day professional development days to work together on designing the common assessments | <p>templates from content teams</p> <ul style="list-style-type: none"> • Content teams from both middle schools will analyze the data gathered with their common assessments to determine if the goals have been achieved | | |
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| Goal 2 | Strategies | Timeline | Evidence/Data | Performance Target | Level of Achievement | Person Responsible |
|---|--|------------------------------|---|--|----------------------|---|
| <p>Curriculum and Instruction:</p> <p>Continue to work on closing the Achievement Gap</p> <p>Support students not making effective progress with the Math Intervention course, Guided Study course, and co-taught math classes</p> <p>Our Reality 2009- 2010</p> <ul style="list-style-type: none"> • Math Intervention Classes (gr 6-8): 19 students scored a Warning on Spring 2009 MCAS and 66 students scored a Needs Improvement on Spring 2009 MCAS. • The 85 students have been assigned to one of the math intervention classes | <ul style="list-style-type: none"> • Assess student needs to determine who participates in the programs using different forms of data | <p>2009-2010 school year</p> | <ul style="list-style-type: none"> • Use of frequent assessments in math intervention to determine individual understanding | <ul style="list-style-type: none"> • Use standardized tests, teacher recommendations and classroom performance to assess student needs | | <p>Principal Assistant Principals Department Chair Team Members</p> |
| | <ul style="list-style-type: none"> • Support the math intervention and executive functioning teachers with curriculum development and instructional methods | | <ul style="list-style-type: none"> • Math Intervention and Guided Study teachers have time built into their schedules to collaborate with teachers at all grade levels | <ul style="list-style-type: none"> • Students implement executive functioning strategies learned across disciplines • Frequent teacher collaboration with department, Diamond Middle School teachers, and administration | | |
| | <ul style="list-style-type: none"> • Assess effectiveness of programs using data • Create student success plans to support each student | | <ul style="list-style-type: none"> • Assessment of student and programs • Schedule dedicated child study time each week | <ul style="list-style-type: none"> • 35% of students with a Warning Score increase one level to Needs Improvement • 40% of students with a Needs Improvement increase one level to Proficient • Meet AYP in all sub groups for mathematics • MCAS raw score increase at least 8 points | | |

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|--|--|--|--|---|--|--|
| | <ul style="list-style-type: none"> • Maintain co-teaching classes in math on three teams in 6th, 7th, and 8th grades | | <ul style="list-style-type: none"> • Co-teachers are relieved of duties in order to build time for collaboration to develop curriculum and strategies | <ul style="list-style-type: none"> • Student improvement in math skills | | |
| | <ul style="list-style-type: none"> • Implement <i>Fraction Nation</i> Pilot Program for math intervention students | | <ul style="list-style-type: none"> • Use data from <i>Fraction Nation</i> assessments to determine student progress | <ul style="list-style-type: none"> • Students demonstrate improvement in math skills • Assess effectiveness of the program for long term implementation | | |

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| Goal 3 | Strategies | Timeline | Evidence/Data | Performance Target | Level of Achievement | Person Responsible |
|---|--|-----------------------|--|--|----------------------|--|
| <p>School Safety: Continue to prepare the school building, staff and students for crisis situations.</p> | <ul style="list-style-type: none"> Practice possible crisis situations | 2009-2010 School Year | <ul style="list-style-type: none"> Fire drills are practiced during the year. Planned lockdown drill | <ul style="list-style-type: none"> Practice crisis levels I, II, and III at least once during the school year so that students and staff are familiar with the protocols | | Principal Assistant Principals Team Leaders Department Chairs Faculty Resource Officer Lexington Fire Department |
| | <ul style="list-style-type: none"> Train staff and students on protocol | | <ul style="list-style-type: none"> Faculty meetings are used to discuss protocols Teams practice evacuation procedures with students Crisis information is updated and posted in each classroom | <ul style="list-style-type: none"> Staff are aware of protocols and can communicate the information effectively with students Students are educated on procedures through team communication | | |
| | <ul style="list-style-type: none"> Assess protocol | | <ul style="list-style-type: none"> Crisis team meets regularly to assess protocol used during practice crisis situation | <ul style="list-style-type: none"> Use building crisis team meetings to assess effectiveness of current crisis plan | | |
| | <ul style="list-style-type: none"> Communicate with local authorities | | <ul style="list-style-type: none"> Meet fire department expectations of evacuation of the building Work closely with school resource officer | <ul style="list-style-type: none"> Check protocol effectiveness with local police and fire departments | | |
| | <ul style="list-style-type: none"> Train and certify crisis team members on NIMS system | | <ul style="list-style-type: none"> Crisis team members NIMS certified | <ul style="list-style-type: none"> Courses 200 and 700 are completed by the Crisis Team members | | |

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| Goal 4 | Strategies | Timeline | Evidence/Data | Performance Target | Level of Achievement | Person Responsible |
|---|--|-----------------------|--|--|----------------------|--|
| <p>Curriculum and Instruction:</p> <p>Continue to work with the Intensive Learning Program (ILP) and the Developmental Learning Program (DLP) staff in order to develop a consistent program to meet the individual needs of our students.</p> | <ul style="list-style-type: none"> • Vertical articulation between Clarke and Lexington High School | 2009-2010 school year | <ul style="list-style-type: none"> • Spaces provided for programs are arranged specifically to meet student needs | <ul style="list-style-type: none"> • ILP and DLP programs housed in an appropriate space • Fully staff ILP and DLP as budgeted | | Principal Assistant Principals SPED Staff |
| | <ul style="list-style-type: none"> • ILP and DLP staff will meet with and observe high school staff in order to maintain a consistent program and assist with the transition to high school | | <ul style="list-style-type: none"> • Staff working in the two programs collaborate frequently with each other, other special education personnel, and regular education faculty | <ul style="list-style-type: none"> • Information about students and the program will be effectively communicated and implemented | | |
| | <ul style="list-style-type: none"> • Provide administrative visibility and support for teachers working with parents and students | | <ul style="list-style-type: none"> • Staff in the two programs approach administration with positive feedback and concerns about the effectiveness of the programs | <ul style="list-style-type: none"> • Administrators will take an active role in these programs by participating in program events and daily procedures | | |
| | <ul style="list-style-type: none"> • Involve a hands-on consultant to review ILP report (from 2008-09 school year) | | <ul style="list-style-type: none"> • Staff and administration collaborate to problem-solve when necessary • Continue Laidback Lunch program to 5 days per week to meet the social and emotional needs of students • Provide a weekly meeting time for staff to communicate and plan | <ul style="list-style-type: none"> • Recommendations from the ILP report are discussed and implemented where appropriate | | |
| | <ul style="list-style-type: none"> • Provide training for general education staff working with students in the ILP and DLP program in their classrooms | | <ul style="list-style-type: none"> • Staff training to occur during faculty meeting time | <ul style="list-style-type: none"> • Provide general education faculty with a better understanding of the population • Provide IA training to support ILP/DLP student population | | |