

Milwood Magnet School: A Center for Math, Science and Technology ✧ Grades 6-8

2916 Konkle St., 49001

Phone Number: 269.337-0670 ✧ Fax Number: 269.337-1628

Kevin Campbell, Principal

Maggie Adams, Assistant Principal

School Improvement Plan 2008 - 2009

District Mission Statement

Kalamazoo Public Schools will educate every child, every opportunity, every time.

School Mission Statement

The Milwood Magnet will engage a community of learners in technology rich and academically rigorous learning experiences that foster a healthy sense of self-esteem and a desire for life-long learning.

Part II – Curriculum Development and Alignment / State Core Curriculum

The district is continuing to develop and implement a preK-12 core curriculum aligned with the state standards and benchmarks. The curriculum adheres to the new State School Improvement Framework. The district's *Curriculum Framework* document sets the timeline and process for examining the content areas of mathematics, language arts, science, social studies, world languages, fine arts, health and physical education and information literacy. The purpose of the *Curriculum Framework* is to ensure that the district systematically increases the alignment of our curriculum, professional development and assessment to state and national standards. A copy of the *Curriculum Framework* and core curriculum documents are housed in Teaching and Learning Services, with the Assistant Superintendent.

There are no deviations from the State core curriculum and benchmarks.

Part III – Plan Development

A. Decision-Making Process / Site Based Decision Making

District: Currently working under the following Board Policy: The District will use a site-based decision-making process, involving students, parents/guardians, staff and community members when developing and implementing designated District activities and programs as specified by the Board/Superintendent team. Building profiles (encompassing attendance, parent involvement, self-discipline, assessment and special services) as well as a comprehensive assessment system were reviewed with each school to determine district and individual building improvements necessary to meeting the needs of all our children.

Building: The current authority for decision-making and oversight rests with the Milwood Magnet Staff Leadership Team.

B. Team Member Requirements / Parent Involvement Policies

Kalamazoo Public Schools Parent Involvement Policy: *The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.*

Policy Specifics:

1. Families should feel they are welcome participants in the successful education of their children.
2. Families should feel they are informed participants in their children's learning.
3. District, building and staff decision-making should be enriched by family participation.

SIT Team Membership Verification

<u>Name</u>	<u>Position/Stakeholder Group</u>	<u>Role (i.e. chair, secretary)</u>
Kevin Campbell	Principal	Member
Maggie Adams	Assistant Principal	Member
Errin Corstange	Teacher	Member
Rana Findling	Teacher	Member
Phil Hopewell	Teacher	Member
Mary Hoyle	KCIS Facilitator	Member
Leah Lawson	Teacher	Member
Diane Rogers	Teacher	Chair
Gail Rumph	Teacher	Member
Jan Snyder	Library Clerk	Member
	Parent	Member

Agendas and Minutes Available as well as Meeting Day and Time

All school improvement materials are housed in the office of the principal. The Team meets on the fourth Monday throughout the school year, with additional meetings schedule on an as-needed basis.

How Are Plans Developed, Reviewed and Adopted

It is the task of the Milwood Magnet Staff Leadership Team, the entire building staff and district administration to adopt procedures ensuring that all groups of students become proficient in the core areas. The Milwood Magnet Staff Leadership Team, in conjunction with the district coordinator of assessments, determines what will be needed to fully evaluate student achievement. The Milwood Magnet Staff Leadership Team is comprised of staff, parents and students (where appropriate) who will review data relative to the school’s performance and establish goals for the school’s continual improvement. Representatives from advisory groups will meet monthly with the principal to discuss issues of relevance and to make suggestions for school improvements.

What Constitutes Consensus

Consensus is a general agreement among the members of the Milwood Magnet Staff Leadership Team to accept a proposal after receiving input from all interested stakeholders.

How Do All Stakeholders Receive Information and Provide Feedback

Parents/guardians in schools identified for AYP Levels III-V receive mailed notification of the schools classification and are given the opportunity to request an alternate school making AYP. Low-income families choosing to remain at the designated school may request supplemental services. Information is disseminated during regularly scheduled Staff Meetings, Parent Advisory Meetings, School Improvement Subcommittees and school newsletters to all stakeholders. Feedback in the form of surveys, informal reflection instruments and oral input is consistently sought throughout the school year to facilitate consensus among all stakeholders.

Part IV – No Child Left Behind Components

A. Michigan School Report Card

Did Not Meet AYP: Composite Grade D, Phase 1, Identified for Improvement: YES

Parents/guardians in schools identified for AYP Levels III-V receive mailed notification of the schools classification and are given the opportunity to request an alternate school making AYP. Low-income families choosing to remain at the designated school may request supplemental services.

Responsibilities for the School

Milwood Magnet School is using the Michigan Principals Fellowship and Coaches Institute as a vehicle for our school improvement process. This training and technical assistance process is being used as a primary guide to examine school process and structures. The school improvement process was redesigned this past year and is based on the development of a leadership team and structure that was non-existent or extremely weak in active participation. The team meets twice monthly and is responsible for decision making and professional development. The focus has been placed on school wide literacy. Common research based strategies are the primary professional development agenda for 2008-2009 school year. A strategic math class has been added to the core curriculum. This class provides extended time in math and uses a technology-based delivery system. Data analysis is used a method for determining which students would benefit most from this curriculum. The school continues to work with the MIBLISI initiative as a way of using data for decision making and program adjustments and as a way of determining which needs are in greatest demand. Individual student support is provided through tutoring and extended time in class, as a part of the effort to support student achievement.

Responsibilities for the LEA (School District)

The Kalamazoo Public Schools provides support and technical assistance for schools identified for improvement. This assistance includes, but is not limited to:

- Inform schools of the improvement requirements under *No Child Left Behind* (NCLB).
- Alert schools of their AYP phases and the related sanctions for schools identified for improvement.
- Provide guidance, rubric feedback and a peer review process for the building-level, data-driven School Improvement Plans.
- Coordinate a variety of building-level and district-level professional development opportunities directly related to those academic achievement areas that caused the school to be identified for improvement.
- Provide a variety of district, building and classroom-level assessments, in addition to the State assessments.
- Facilitate the use of external evaluators and coaches.
- Develop a high-quality curriculum to ensure the achievement of State standards of proficiency.
- Monitor the highly qualified teacher and qualified paraprofessional requirements of NCLB.
- Inform parents/guardians of the school’s status and schools of choice

Responsibilities of SEA (State Educational Agency)

The State Educational Agency is to provide support to schools identified for improvement by providing a Michigan Department of Education consultant to advise and monitor school improvement initiatives.

B. Teacher/Administrator – Education Level

Staff	#	Bachelors	Masters	Masters+30	Doctorate
Administrators	2		2		
Teachers	39	28	15	1	

Teaching Staff and Title I Instructional Paraprofessionals

All staff members are compliant with the NCLB requirements for highly qualified.

Teacher Mentoring Program

The Teacher Induction Model provides a mentor teacher to a cluster of new teachers. Each cluster (maximum of 10 new teachers) functions as a learning community, meeting with their mentor regularly for professional development and debriefing of individual/building level professional development.

Attracting High Quality Teachers to AYP Schools

The Board and the district administration are subject to the guidelines established in the Kalamazoo Education Association’s negotiated contract. We are working diligently to adopt new language that would give the district more freedom to enhance the teaching staff at AYP schools. To some degree, this is

being done with the magnet schools and the closing and opening of one of the middle schools. As teaching positions open, we post them with the specific needs of individual schools to enable us to hire staff most qualified and willing to commit to the school's strategic plan.

Part V - Plan Design/Implementation Components

A. Evaluation of Goals / Evaluation of Program/Student Improvement

District: The evaluation process is driven by data collected on each of the ACES goals that describe the effectiveness of the activities designed indicating strengths and weakness. The goals for the district are yearly evaluated and new or modified goals are established for the coming year. The design of the ACES includes a goals statement, a process for achieving and a measurement.

Building:

Priority	Evidence of Improvement 2007-2008	Evidence Achieved Yes/No	What... <ul style="list-style-type: none"> • Worked well • Needs to be adjusted • Changes need to be made • Strengths to build on
<p>Priority #1 Increase in ELA proficiency</p>	<p>ELA, Reading, Writing SES and African American students will increase performance by 10% in ELA, Reading and Writing</p>	<p>SES Students - Reading No – 6th grade decreased by 4% No – 7th grade decreased by 18% No – 8th grade decreased by 4% Writing No – 6th grade decreased by 14% No – 7th grade increased by 3% No – 8th grade decreased by 10% ELA No – 6th grade remained the same No – 7th grade decreased by 8% No – 8th grade decreased by 5% African American Students Reading No – 6th grade decreased by 4% No – 7th grade decreased by 13% No – 8th grade decreased by 6% Writing No – 6th grade decreased by 5% No – 7th grade increased by 1% No – 8th grade decreased by 12% ELA No – 6th grade increased by 6% No – 7th grade decreased by 7% No – 8th grade decreased by 8%</p>	<p>Worked well</p> <ul style="list-style-type: none"> • READ 180 in some classes • New library • Boys Zone • Going for the Gold <p>Needs to be adjusted</p> <ul style="list-style-type: none"> • ELA curriculum alignment <p>Changes need to be made</p> <ul style="list-style-type: none"> • Recovery Program • Attendance • Analysis Approach/Support Systems <p>Strengths to build on</p> <ul style="list-style-type: none"> • Technology interest and availability

Priority	Evidence of Improvement 2007-2008	Evidence Achieved Yes/No	What... <ul style="list-style-type: none"> Worked well Needs to be adjusted Changes need to be made Strengths to build on
Priority #2 Increase in mathematics proficiency	SES students will increase performance by 10% in mathematics	SES Students - No – 6 th grade remained the same No – 7 th grade decreased by 6% No – 8 th grade decreased by 8%	Worked Well <ul style="list-style-type: none"> Cooperative learning in math classes Technology integration Needs to be adjusted <ul style="list-style-type: none"> Selection of students into targeted classes Changes need to be made <ul style="list-style-type: none"> Process for data analysis Connection class curriculum Strengths to build on <ul style="list-style-type: none"> Alignment of curriculum scope and sequence

B. Needs Assessment Iowa Test of Basic Skills (Percent of students meeting grade-level expectations)

Discipline	Grade 6					
	School	District	School	District	School	District
	05-06	05-06	06-07	06-07	07-08	07-08
Vocabulary	27	33	23	35	26	36
Comprehension	26	36	22	38	28	40
Reading Total	26	35	22	37	28	39
Reading Grade Equivalent	5.1	5.8	4.9	6.0	5.3	6.1
Math	31	38	28	38	27	39
Math Grade Equivalent	5.7	6.2	5.5	6.2	5.4	6.2

6 th Grade – IOWA READING AND MATH																		
Item	Female		Male		Black		Hispanic		White		Non F/R		F/R		Non SE		SE	
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D
Vocabulary																		
05-06	22	30	31	35	15	21	25	22	46	51	55	54	19	23	30	35	11	12
06-07	22	32	24	37	15	21	17	26	40	58	45	62	18	23	24	37	16	13
07-08	22	35	31	37	20	23	32	29	41	56	61	64	18	24	27	39	5	14
Comprehend																		
05-06	28	39	24	33	16	26	21	27	39	50	51	56	19	26	28	39	9	11
06-07	24	39	21	37	15	26	16	34	35	56	36	61	19	27	24	34	13	13
07-08	28	42	28	39	22	28	30	37	39	56	58	65	19	29	29	43	7	14
Read Total																		
05-06	25	35	27	35	15	23	21	24	41	51	53	55	17	24	28	38	8	10
06-07	23	36	22	38	15	24	16	30	38	58	40	62	18	25	24	40	14	12
07-08	27	40	30	39	21	25	29	34	44	57	60	66	18	27	29	42	4	14
Read G-Level																		
05-06	5.0	5.8	5.2	5.7	4.3	5.0	4.8	5.0	6.2	6.8	7.0	7.1	4.6	5.0	5.3	6.0	3.7	3.9
06-07	4.9	5.9	4.9	6.0	4.3	5.0	4.3	5.4	6.0	7.3	6.1	7.6	4.6	5.0	5.0	6.1	4.3	4.1
07-08	5.2	6.1	5.4	6.0	4.8	5.1	5.4	5.7	6.4	7.3	7.5	7.9	4.6	5.2	5.4	6.2	3.3	4.2
Math Total																		
05-06	31	38	32	37	19	26	37	28	45	53	51	56	25	27	35	40	7	12
06-07	30	39	26	38	19	24	23	33	43	59	36	61	25	26	30	42	5	9
07-08	22	39	32	38	20	24	22	33	43	56	50	62	18	27	27	41	--	16
Math G-Level																		
05-06	5.7	6.2	5.7	6.2	4.9	5.4	6.2	5.5	6.6	7.0	6.8	7.3	5.4	5.4	6.0	6.3	3.9	4.4
06-07	5.7	6.2	5.4	6.2	4.9	5.3	5.2	5.8	6.4	7.5	6.1	7.7	5.3	5.4	5.7	6.3	3.8	4.2
07-08	5.1	6.2	5.8	6.2	5.0	5.3	5.1	5.9	6.5	7.3	6.8	7.8	4.8	5.4	5.4	6.3	--	4.7

TESTING DATA - MEAP (Percent Scoring Proficient)

READING													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6th Grade													
05-06	Building District	56	51	62	41	54	73	46	71	64	55	20	
		67	64	71	58	54	79	57	81	54	68	33	
06-07	Building District	56	52	63	45	50	78	45	88	64	56	22	61
		73	65	75	60	60	85	58	89	62	71	29	75
07-08	Building District	49	47	51	41	73	56	41	94	TF	49	8	54
		65	62	69	54	66	77	55	85	56	66	32	69
7th Grade													
04-05	Building District	49	43	55	40	47	65	42	83	21	54	TF	
		73	69	77	51	59	79	57	81	47	73	36	
05-06	Building District	53	44	61	46	48	65	49	62	25	54	7	
		59	51	68	48	59	77	52	73	48	60	17	
06-07	Building District	55	52	58	39	47	73	48	73	56	55	17	60
		60	55	66	48	49	75	49	79	52	61	18	65
07-08	Building District	39	40	39	26	50	60	30	72	44	39	9	45
		53	49	57	36	48	75	38	80	48	53	21	57
8th Grade													
05-06	Building District	39	31	48	31	40	54	37	44	23	41	11	
		55	47	62	41	49	75	44	71	30	56	13	
06-07	Building District	54	41	66	47	40	69	49	68	9	56	21	59
		57	48	65	44	42	79	47	72	37	58	18	62
07-08	Building District	54	48	59	41	67	67	45	78	62	53	14	58
		59	52	66	46	46	75	47	78	43	60	17	63

WRITING													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Proficient		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6th Grade													
05-06	Building	31	21	42	21	31	41	23	42	27	31	5	
	District	45	38	53	34	45	56	34	60	38	45	19	
06-07	Building	44	39	51	37	33	55	42	50	45	44	28	46
	District	58	51	65	51	40	70	47	57	38	60	19	63
07-08	Building	36	26	45	32	36	44	28	81	TF	37	TF	38
	District	62	56	68	49	58	76	51	83	46	63	20	60
7th Grade													
04-05	Building	31	15	47	27	33	38	28	43	7	35	TF	
	District	54	44	64	39	46	58	42	60	42	54	23	
05-06	Building	36	25	47	31	19	51	32	46	8	37	0	
	District	46	37	54	36	36	63	37	64	34	46	4	
06-07	Building	32	28	35	27	7	42	25	49	6	34	8	35
	District	44	37	52	37	33	53	35	59	32	45	11	47
07-08	Building	36	28	47	28	25	52	28	61	19	37	6	41
	District	52	45	60	41	47	67	41	74	42	53	13	57
8th Grade													
05-06	Building	33	17	48	20	40	51	32	34	23	33	7	
	District	42	30	55	30	30	63	32	57	20	44	9	
06-07	Building	41	26	54	33	40	53	36	56	9	42	7	46
	District	44	34	53	32	38	63	34	59	27	45	7	58
07-08	Building	38	34	41	21	57	56	26	70	47	37	5	41
	District	43	36	50	28	39	61	30	66	31	44	10	47

ENGLISH LANGUAGE ARTS													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6th Grade – 05-07-State Target-45% 07-08 State Target 56%													
05-06	Building District	41 56	35 52	49 60	26 44	46 46	60 69	29 43	62 73	36 38	42 57	5 20	
06-07	Building District	45 61	42 56	49 65	32 51	33 47	69 74	37 49	68 82	45 44	45 63	17 20	49 67
07-08	Building District	44 62	38 56	50 68	39 49	64 58	44 76	37 51	88 83	TF 46	44 63	TF 27	47 35
7th Grade – 05-07-State Target-43% 07-08 State Target 54%													
04-05	Building District	45 49	35 39	55 59	35 32	47 41	62 72	38 36	80 73	33 33	46 50	TF 19	
05-06	Building District	44 52	36 43	52 61	36 40	33 48	61 73	39 44	56 69	8 31	46 53	4 9	
06-07	Building District	45 54	42 49	48 60	32 41	33 44	61 70	36 42	67 75	44 46	45 55	4 11	50 59
07-08	Building District	38 52	36 46	40 58	25 37	40 48	60 73	28 37	70 80	31 46	38 53	3 14	44 57
8th Grade – 05-07-State Target-41% 07-08-State Target 53%													
05-06	Building District	34 49	24 38	44 59	22 33	40 43	53 72	34 38	36 65	23 22	35 50	7 10	
06-07	Building District	48 50	33 41	62 57	39 36	35 39	64 72	43 40	61 66	9 31	50 51	21 15	52 54
07-08	Building District	49 55	42 46	56 63	32 40	67 47	66 72	38 42	80 76	62 43	48 56	16 18	52 59

MATH													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6th Grade – 05-07 State Target-50% 07-08 State Target 60%													
05-06	Building District	39 47	38 45	40 49	23 32	31 31	59 66	29 34	54 64	36 29	39 49	10 19	
06-07	Building District	31 50	36 51	25 49	15 33	25 45	57 72	22 35	55 76	36 44	31 51	6 14	35 54
07-08	Building District	30 55	33 49	28 46	25 31	27 35	41 69	22 33	81 75	TF 23	31 50	0 28	34 59
7th Grade – 05-07-State Target-46% 07-08 State Target – 57%													
05-06	Building District	27 40	27 38	28 42	14 25	29 32	54 66	21 28	44 65	8 24	28 41	0 7	
06-07	Building District	38 47	44 46	32 49	22 33	27 31	59 66	28 34	63 70	38 33	38 49	17 15	41 51
07-08	Building District	33 51	37 51	29 51	21 38	40 43	54 71	22 36	76 81	25 42	34 52	3 10	39 57
8th Grade – 05-07-State Target-43% 07-08 State Target 54%													
04-05	Building District	41 48	38 48	44 49	27 31	39 36	59 71	30 34	70 71	31 38	41 49	7 7	
05-06	Building District	26 43	27 42	26 45	16 28	27 35	45 67	23 31	36 62	15 25	27 45	8 7	
06-07	Building District	44 50	38 47	50 53	37 38	45 46	55 69	40 40	56 66	27 40	45 51	23 18	47 54
07-08	Building District	40 51	50 52	31 51	21 38	31 36	66 70	32 40	64 72	35 35	41 53	35 24	41 55

Science													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
8th Grade													
05-06	Building District	47	49	45	37	47	66	43	57	31	48	23	
		57	55	59	42	40	81	45	75	32	59	18	
06-07	Building District	45	39	50	33	35	65	38	64	18	46	10	50
		52	51	54	39	38	75	42	70	34	54	13	58
07-08	Building District	50	53	47	32	58	73	38	83	43	51	16	54
		58	57	60	42	48	79	44	83	42	60	19	63

SOCIAL STUDIES													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6TH Grade													
05-06	Building District	59	59	60	46	54	76	50	75	55	60	35	
		60	60	63	49	48	76	49	77	45	63	31	
06-07	Building District	35	37	31	20	17	63	29	50	27	35	17	37
		50	49	51	32	43	75	38	70	43	51	22	54
07-08	Building District	25	27	25	20	18	43	20	56	TF	27	0	29
		48	49	46	31	35	69	33	75	23	50	35	49

NEEDS ASSESSMENT – SCHOOL PROFILE

School Demographics – Disaggregated by percent

YEAR	Native American		African American		Asian		Hispanic		White		Males		Females		F/R Lunch		Paid Lunch		TOTAL POPULATION
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
04-05	4	0.9	220	2	38	157	39	9.0	157	37.3	233	55.3	188	44.7	334*	80.0*	84*	20.0*	421
05-06	7	1.2	333	55.5	6	1.0	52	17.3	202	33.7	314	52.3	286	47.7	415*	70.0*	175*	30.0*	600
06-07	7	1.1	330	54.0	7	1.1	47	7.7	220	40.6	312	51.1	299	48.9	480*	78.0	138*	22.0	611
07-08	5	0.9	323	57.1	5	0.9	49	8.7	184	32.5	299	52.8	267	47.2	435*	76.9*	131*	23.1*	566

*12/6/07\State Count\Lunch Data

Yearly Attendance

YEAR	Native American	African American	Asian	Hispanic	White	Total
04-05	81.4	86.3	94.8	87.4	88.8	87.3
05-06	85.0	84.3	93.1	86.7	88.2	86.0
06-07	89.6	84.7	94.2	87.7	87.2	86.0
07-08	95.1	83.6	97.6	86.6	87.5	85.4

Number of Suspensions

Ethnicity	04-05			05-06			06-07			07-08		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
N/A	8	0	8	3	0	3	6	7	13	2	0	2
Af/A	226	82	308	127	57	184	706	325	1031	730	436	1166
Asian	2	0	2	3	0	3	0	0	0	0	0	0
Hispanic	29	9	38	42	0	42	46	12	58	74	21	95
White	74	41	115	46	38	84	238	36	274	171	79	250
Total	339	132	471	221	95	316	996	380	1376	997	536	1513
District	682	273	955	765	333	1097	1581	637	2218	1660	811	2471

Number of Students Suspended

Ethnicity	04-05			05-06			06-07			07-08		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
N/A	1	1	2	1	1	2	1	0	1	1	0	1
Af/A	61	30	91	54	39	93	92	63	155	128	109	237
Asian	2	0	2	0	0	0	0	0	0	0	0	0
Hispanic	7	3	10	6	5	11	16	14	30	16	6	22
White	8	8	16	18	14	32	22	15	37	38	23	61
Total	89	42	121	79	59	138	131	92	223	183	138	321
District	284	135	419	240	137	377	432	252	684	397	249	646

Offenses Category II (violent) & all Category III

6 or more infractions per year

Infraction	04-05	05-06	06-07	07-08
Fighting	130		632	
Harmful Behavior	34			
Theft/Stolen Property	10			
Assault	13	11		
Illegal Substance			10	
Objects Used as Weapons			12	

Special Education

Year	Newly Identified	>10 Days Suspension
04-05	0	7
05-06	1 Male/White	1
06-07	4 Male/White; 1 Male/Black	0
07-08		

Parent/Teacher Conferences

	04-05		05-06		06-07		07-08	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Minority	34%	33%	48%	20%	30%	30%	29%	25%
Non-Minority	54%	49%	67%	41%	45%	46%	49%	47%
Total	41%	40%	55%	28%	35%	36%	35%	33%

C. Student Academic Goals / Goals for Target Students and Strategies to accomplish goals / program design (scientifically based methods and strategies)

School Focus

A magnet school provides a specific curriculum focus with deeper engagement in specific disciplines or content areas. While there will be equal time in all core academic areas, thematic curriculum and specific integrated unites of study will be anchored in math and science concepts.

School Philosophical Approach to Learning

The middle school model is premised on a series of developmentally responsive school structures that represent the compilation of research on middle school education. They are intended to be used and implemented in a holistic approach of teaching and learning.

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: ELA New Active Goal Maintenance Goal Revised Goal

Goal statement #1: Improve the ELA proficiency of all students.

Statement of gap: A significant gap exists between students in differing SES tracks. Low SES students demonstrate a significantly lower level of achievement in the areas of reading and writing on performance indicators.

Contributing cause for the gap: Lack of literacy exposure, low incoming skills, lack of effort related to literacy improvement, behavioral issues that interfere with time on learning, poor coordination of literacy improvement effort in the building, skill in working with struggling adolescents learners

List multiple sources of data used to identify this gap in student achievement: MEAP, EdPerformance, AIMS, and Grades

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: 60% of all students will meet or exceed the proficient level on the 2009 MEAP

Strategy Statement: A series of literacy strategies will be targeted at improving the overall literacy of students in the school.

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
Establish School-wide reading strategies	All Teachers		Sept. 2008	June 2009	Training (2 days of PD with entire staff, literacy across the school)	15,000 Magnet	Lesson Plans, Walk-throughs, Reading achievement data reviews with school leadership team	Classroom instructional practices reflect elements of full school literacy
Increase teacher skill in the teaching of process writing	ELA Department Leader		Sept. 2008	June 2009	PD time, Training expense	10,000 Magnet	Departmental reports to the school leadership team and walk-through review of instruction and curriculum.	Student writing assessments demonstrate improvement
Increase student knowledge of personal skill, performance levels and specific goals for improvement. (student-led conferencing, reading expectations, student data portfolios)	All teachers		October 2008	March 2009	Portfolio supplies	Magnet 10,000	Plan for conference times	Increase in parent involvement at conference times, increase growth in student achievement.
Aligned Curriculum – Improve the alignment of classroom learning activities to state outcomes GLCEs	Curriculum teachers	Magnet 25,000	Sept. 2008	June 2008			Monthly Magnet Leadership Meetings	Instructional units are posted on the School Web Site
Increase time on reading for identified students (READ 180, Homework Hub, Recovery Class, Connections Classes)	All teachers	10,000 At-Risk	September 2008	June 2009			Quarterly Data Review with	Aims Assessment indicates general improvement for targeted students
Reinforce achievement in reading	Library Clerk, ELA teachers		Sept 2008	June 2009	Medals, certificates, Awards programs, books	General Fund 10,000	Reading recognition done each marking period	Increase in library circulation, number of students getting recognition

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: Mathematics New Active Goal Maintenance Goal Revised Goal

Goal statement #2: We will improve the mathematics achievement of all students

Statement of gap: All grade levels and subgroups are 20 to 30 percent below proficiency on the 2007 Math MEAP

Contributing cause for the gap: Lack of prior knowledge, lack of consistent literacy (reading, writing, vocabulary, note taking) strategies taught in mathematics, poor alignment of GLCE and district math curriculum, lack of best practices implemented

List multiple sources of data used to identify this gap in student achievement: 2007 MEAP for 6th, 7th, and 8th, EdPerformance, and marking period grades

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: 60% of all students will meet or exceed the proficient level on the 2009 MEAP.

Strategy Statement: We will implement a series of intervention strategies that will increase academic achievement in the area of mathematics

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
Implement common literacy (reading, writing, note taking, and vocabulary) strategies in all mathematics classes	All math staff and inclusion teachers		Sept. 2008	June 2009	Literacy strategy charts and rubrics, PD time		Walk throughs, monthly department meetings	Increased proficiency level at all grade levels on the 2009 math MEAP
Develop and implement a math intervention class that targets the most at risk (level 4 on MEAP) students in each grade level – this program will provide extended time, infuse technology and formative assessment, and professionally development	Math intervention teacher, inclusion teacher and math staff assigned		Sept. 2008	June 2009	Supplemental curriculum materials, technology – graphing calculators, navigator, laptop (as needed)	\$10,000 At-Risk	Walk throughs, monthly department meetings, common plan time	Increased proficiency level of targeted students on the 2009 math MEAP
Kagan cooperative learning professional development for math staff	All math staff and inclusion teachers		Training Aug. 2008	Implemented 2008 – 2009	Kagan training in August	\$10,000	Walk throughs, monthly department meetings, common plan time	Increased student engagement and participation in the classroom
Refine Math Connections (intervention class) for students at level 3 on the MEAP – extra time in math with targeted intervention on skills not yet proficient in	All math staff and inclusion teachers		Sept. 2008	June 2009	Summer curriculum work, materials		Walk throughs, monthly department meetings, common plan time	Increased proficiency level of targeted students on the 2009 math MEAP
Provide supplemental support and instruction through extended day after school tutoring program	Milwood Staff		Sept. 2008	June 2009	Tutoring materials and salary for extra duty	\$5,000	Log book of attendance, progress reports	Increased marking period grades, class participation

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: School Culture New Active Goal Maintenance Goal Revised Goal

Goal statement #3: Increased expectations , communication and student support will impact the school culture in a positive direction

Statement of gap: There is a significant gap in the behavioral levels and grade performance when comparing free lunch students and paying students

Contributing cause for the gap: Lower academic skill and reading ability, dysfunctional home environments,

List multiple sources of data used to identify this gap in student achievement: Referral data, Grades, Attendance Records

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: 80% of students will maintain Tier I behavior status and a GPA in excess of 2.5 throughout the school year.

Strategy Statement:

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
Use a variety of communication procedures/process to clarify expectations and reinforce school procedures and routines, with students, parents and staff	Principal/Assistant Principal/Leadership Team		July 2008	June 2009	Newsletters, web site, class meetings,		Bi-weekly leadership meeting	Improved school climate, increased time on task, referral data reflects
Reformat the building team process to support social/emotional needs of students	Behavior Specialist		August 2008	June 2009			Monthly review of internal web with posted plans	Number of students with plans who need them
Institute a student led process for conferencing with student data profiles	Team Leaders		October 2008	March 2009			Scheduling process for student conferences bi-annually	Percentage of parents attending conferences
Maintain school expectations and during after school programming and during athletic programming.	After school coordinator/Athletic team coaches		September 2008	June 2009			Security staff Daily walk-throughs	After school referral data
Targeted behavior/attendance planning /contracting is done with tier 2/3 students or those falling below ADA of 85%	Behavior specialist/Attendance Interventionist		September 2008	June 2009	Incentives	5,000 GEAR UP	Monthly review of plans and performance contracts	Percentage of students moving to tier I
Recognition program will be implemented for all students who meet and maintain high expectations for behavior and effort.	Assistant Principal		September 2008	June 2009	Recognition Activities	5,000 General Fund	Marking period recognition programs	Increased numbers of students receiving recognition over the course of the year
Institute a school-wide student government to be included in school decision making.	Led Teacher				Student Binders, field trips,		Student reports to Leadership team	Minutes for student meetings

D. School Improvement Resource Allocation

Expenditure	Support for Expenditure	Funding Source & Cost for Expenditure	
		Title I – Not Any	Other Funding Sources
ex. P.D. Teaching of process writing	Goal 1: To Improve the ELA proficiency of all students		Magnet 10,000
Full School literacy Training.	Goal 1: To Improve the ELA proficiency of all students		Magnet 15,000
Supplemental mathematics materials	Goal: 2 Improve the mathematics achievement of all students		At-Risk 10,000
Materials for Student-led conferencing	Goal: 1 and 2, Improve the mathematic and ELA achievement of all students		Magnet 10,000
Recognition of students who meet and exceed high expectations	Goal: 1 and 2, Improve the mathematic and ELA achievement of all students		General Fund 10,000
PD in Kagan Cooperative learning	Goal: 2 Improve mathematic achievement of all students		Magnet 10,000
After school tutoring	Goal: 1 and 2, Improve the mathematic and ELA achievement of all students		GEAR UP 5,000
Targeted recognition	Goal: 1 and 2, Improve the mathematic and ELA achievement of all students		General Fund 5,000
Total			<u>75,000</u>

**E. Extended Learning
Before- and After-School Programs**

District: Kalamazoo Communities in Schools (KCIS) brings together major service providers, school officials, community volunteers, business leaders and other concerned citizens to focus on the needs of K-12 schools and students. KCIS provides a personal one-on-one relationship with a caring adult, a safe place to learn and grow; a chance to give back to peers and the community, a healthy start for a healthy future and a marketable skill to use upon graduation. KCIS creates partnerships with community organizations and individuals to bring their expertise and talents directly to students in the schools they attend. By helping to address social, emotional and physical needs as well as helping to extend learning opportunities, KCIS can increase the number of students who choose success. Kalamazoo Public Schools has ten full-service schools.

Building: An after-school tutoring program is available to support student learning and to assist students who need extra help. Peer tutoring will be used in particular situations to partner 8th graders with 6th and 7th graders for academic and social support. In collaboration with the Kalamazoo Communities in Schools Foundation a daily after-school program will be offered. Students get a snack after school and finish homework assignments before beginning other enrichment activities. Community partners provide some of the program to students. Participants have a wide range of activities from which to choose every six week.

Summer Extended Learning Program – Middle School

All students grades 6-8 are eligible for the summer learning program, however, students who receive a failing grade in two or more marking periods will be required to take a recovery course/s beginning the second semester and/or be required to attend summer school before moving on to high school. The intent is to have students master grade level objectives before going into high school. As a last resort, retention may also be recommended if other interventions are unsuccessful by the parent, teacher and/or the building team

VI – Development and Utilization of Community Resources/Parent Involvement

A. Strategies to Increase Parent/Guardian Involvement in School Improvement Planning

- Periodic notifications are mailed to families
- Parents are informed during regularly scheduled Parent Advisory meetings
- Trimester newsletter mailings to include important dates and upcoming events

B. Strategies to Increase Parent/Guardian Involvement in Building

- Parents are employed in building Parent Corp program
- Notification of activities are posted on web site weekly
- Free Family suppers are offered in conjunction with Parent Teacher Conferences.
- Grade Level Teams monitor and record their parent/family contacts
- Parents are included in planning and chaperoning school activities and events

C. Evaluation of Parent Involvement Activities

- Parents are surveyed each year by GEAR UP
- Statistics are kept for the twice a year parent teacher conferences.

D. Community Resources

- KCIS facilitator oversees 30 plus partnerships with community organizations to meet various needs of our school community (i.e. Big Brothers/Big Sisters, WMU Engineering program, KVCC Nursing program, Eaton Corporation, etc.)

VII – Coordination

Our School Improvement Plan, aligned with the KPS Strategic Plan (ACES), is our guide for the use of all resources to achieve our goals.

- Our School Improvement Team, along with our administrators, oversees and coordinates the use of resources: district, At-Risk, Title I, and other individual grants to monitor our progress toward our goals and our continued alignment with the Michigan Curriculum Framework, and our plan.
- We are aligning our Title I, At-Risk, and other individual grants to support our work thus insuring that we remain focused with our comprehensive efforts.
- Resources have been allocated to support content-rich Professional Development, which is connected to reaching and sustaining the school vision.
- We are actively involved in K/RESA's SW Michigan Network. This coordination of Professional Development activities assures the needs of our staff are addressed.
- Staff meetings are devoted in part or whole to Professional Development activities that address identified needs, thus supporting our SIP. The School Improvement Team takes responsibility for setting these agendas with input from the administration.
- Milwood's principal and School Improvement Chair have attended numerous leadership team meetings throughout the state, developing valuable networks with administrators from a variety of districts.
- Milwood acts as a cluster site for Western Michigan University's Internship program. This partnership helps build a strong relationship with the University and also provides PD support for our staff as a whole.

VIII – Transition

A. Fifth/Sixth Grade to Middle School

Milwood counselors visit feeder elementary schools to orient students to Milwood's structure and lead students through the course selection and registration process. Fifth grade students participate in an on-site visit to Milwood in the spring, where students visit classrooms and experience lunch in

the middle school. An orientation night is held in May and families are strongly encouraged to attend.

B. Middle School to High School

Milwood teachers and counselors meet with high school staff members to share expectations of high school and make recommendations for reinforcing skills that will help students make a more effective transition.

Students attend an orientation session at the high school. High school counselors visit the middle school to assist in the course selection process.

Date Submitted

October 6, 2008