

BOSTON MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN

I. Introduction:

A. Description of school

La Porte is located in the center of La Porte County, approximately sixty miles east of Chicago, Illinois and about twelve miles southeast of Lake Michigan. Boston Middle School is a three-story structure located at 1000 Harrison Street. It was built as a high school in 1923. The annex to the main building was added in 1931 as part of the Works Progress Administration (WPA) during the depression. Boston Middle School is a part of a school corporation that includes a preschool (3-4 year olds), eight elementary schools (K-5), two middle schools (6-8), and one high school (9-12). Also, two parochial elementary schools are located in the community. The La Porte/Boston Middle School community is actively involved in the school. Academic, athletic, and fine arts programs are well attended. The school's strong PTSA organization is an integral part of school functions. Link to [Boston Middle School Demographic Data](#)

B. Description and location of the curriculum

Boston Middle School's curriculum is closely tied to the curriculum for the total school corporation. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Boston Middle School, under the direction of the building principal, provide differentiated instruction with the assistance of district wide personnel. The curriculum is available at the school and at the corporation offices at 1921 A Street. A program of studies is also available in the guidance office. Appropriate sections of the curriculum are routinely distributed to parents.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP

A variety of assessment tools are employed at Boston Middle School. These tests are used to determine student achievement, class placement and the need for remediation. Algebra placement exams and teacher recommendations are used to determine eighth grade assignment to the appropriate math class at the high school. Project Lead the Way state assessments are given for placement into the program and for progress while participating in the program. All classroom teachers use various classroom assessments, text book assessments, including end-of-unit assessments to evaluate student achievement.

II. Statement of mission, vision **or** beliefs:

The La Porte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

The La Porte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.

- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

Boston Middle School

A. Vision

Boston Middle School is recognized among Indiana's high achieving middle schools by ensuring that all students reach their maximum academic potential.

B. Mission

The Boston Middle School community is dedicated to promoting academic achievement, instilling a positive self-concept, encouraging life-long learning, and developing productive citizens who can adapt to an ever-changing world. Be Positive, Be Productive, Be Proud.

C. Core Values

We Believe...

- All students are entitled to a quality education.
- The middle school philosophy addresses the cognitive, emotional, physical and social needs of all adolescents.
- Decisions will be information and data based in the best interest of the students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- Staff should be valued and be encouraged to develop professionally.
- The learning environment must be safe and orderly.
- Parents and community members are an integral and valued part of the educational process.
- Diversity is an asset that is to be valued and respected.

III. Summary of data:

A. (Link to web) [ISTEP+Percentage of Boston Students Passing Both English and Math](#)

B. Data related to other performance indicators (ones not included in annual report)

- Student growth data examination is ongoing.
- Staff will be able to take scores from end-of-unit assessments to examine student growth in certain areas, as well as areas where students are deficient.

- The staff also uses data to place students in appropriate programs, differentiate class activities, and identify any curricular gaps or overlaps.
- Staff expertise continues to improve as assessments are delivered more frequently.

C. Other information about educational programming and the learning environment:

- Each nine weeks the academic team teachers recognize students for their academic and leadership abilities.
- Teachers choose students of the week.
- Teachers recognize perfect attendance.
- Included in this section is evidence of other programs and processes that have been effective at Boston Middle School's progress in the ISTEP+ achievement improvement.
- These programs include ISTEP+ , Study Island, Accelerated Reader, BMS remedial process, Virtual Summer School, Project Extended Day, Writing Across the Curriculum, Teaching of Vocabulary and Differentiated Learning Activities.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana academic standards.

The district curriculum, under which Boston Middle School functions, is based on Indiana Academic Core Standards. Alignment of the English/Language Arts, Reading, and Math curriculum has been implemented for five years. Science and Social Studies have also been aligned to match the standards in each grade. The staff at Boston Middle School has moved forward in their delivery of grade level content, through staff cooperation by implementing consistent processes in the following actions:

- Collaborating with our sister middle school, Kesling Middle School, to review and re-align the curriculum so that both schools are working together.
- Teaching of vocabulary: based on Marzano's research based processes, BMS teachers teach vocabulary with a balance of linguistic and nonlinguistic lessons.
- Creating a school portfolio of Marzano lessons for teachers to utilize.
- Writing across the curriculum: all students are writing formally by following the ISTEP+ recommended rubrics. Student writing samples are presented every nine weeks.
- ISTEP+ test reviews: academic teachers review the students' applied writing. Important scoring information is reviewed with the students. The first review is scheduled for the month of January.
 - Assessments for each subject: all teachers will assess their students in the content area by using assessments. Results will help drive remedial processes. Both Boston and Kesling Middle School staffs have worked together to coordinate the same assessments for the same courses.

- Chunking Time: teachers will divide their class hour into several activities and post those activities and times for students. Differentiation of classroom instruction will be enhanced from this basic process.
- Critical Thinking using Bloom’s higher level thinking will begin to be purposely incorporated into daily warm-up activities.
- Utilizing the Parent Access Internet communication tool has created a more inclusive team effort with teachers, parents and students. BMS’s goal is to have 100% parent access.
- Celebrations: the BMS school community celebrates academic achievement by informal and formal presentations.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.

Boston Middle school has a strong foundation for instructional strategies. Alignment and re-alignment of the curriculum and the implementation of remedial programs driven from testing data have been refined. This important ground work has set the tone for BMS to aggressively move forward with purposeful, consistent, teaching strategies by all teachers and assistants. This strategy includes working exclusively with our sister school, Kesling Middle School, to ensure a complimentary viable curriculum among both schools. BMS staff development for instructional strategies and processes take place during team/individual plan times, monthly staff meetings, monthly department meetings, and district wide in-service days. In order to stay current with educational issues and curriculum, teachers are encouraged to bring in articles for round table discussions. This activity gives us opportunity for healthy debate and voicing point of views. Following are the instructional strategies that support the achievement of Indiana academic standards:

- Teaching of vocabulary with a balance of linguistic and nonlinguistic activities (Marzano).
- Critical Thinking teaching and activities focused on Bloom’s higher levels.
- Quarterly assessments in all courses.
- Remediation activities based on assessments.
- Celebrations for academic successes.
- Chunking Time/Differentiation.
- Writing across the curriculum using the ISTEP rubric.
- Closure activities as demonstrated by Rick Wormeli

C. Analysis of student achievement based on ISTEP+(link to web)[Boston Student Achievement](#) and other assessment strategies

Student achievement is measured in various ways. Boston Middle School’s test scores are good and have shown improvement. Students who do not pass a portion of the ISTEP are offered additional instruction in a remediation class. This remediation is ongoing and is implemented throughout the school year. The results of our remediation process have shown improvement and are valuable for the continuous improvement process for these programs. Our eighth graders are also assessed for high school and are recommended for a special program called “Academy”. They are scheduled for the “Academy” program for their freshman and sophomore years. The “Academy” focuses on areas of skill deficits, prepares them for the end-of-course (ECA’s) and offers them support throughout their high school years.

All courses give end-of-unit assessments. We, at Boston Middle School, have collaborated with our sister school, Kesling Middle School, to refine our assessments in order for both schools to be consistent. Future course development will be the result of these unit assessments.

D. Parental participation in the school.

“Parental involvement in almost any form produces measurable gains in student achievement” (Dixon, 1992, p.16). Parental involvement in a child’s education is paramount to the child’s success. Communication is a key factor in parental involvement. Unfortunately, research shows that parental involvement declines as the student gets older. The Boston Middle School community feels that an important goal is to improve communication with their students’ parents. Areas of communication are:

- Expanding the use of Parent Access Internet tool. Currently 90% of parents are using the site.
- BMS goal is to have 100% of our parents logged onto the site.
- Improving teacher’s websites to advertise and alert parents to important dates and activities.
- Inviting parents to the Annual Hot Dog Open House at the start of the new school year.
- Inviting parents to the Annual Parent/Teacher Conferences.
- Inviting parents and family members to all extracurricular activities.
- Implementing an “Open-Door-Policy for all parents.
- Using student planners as a communication and responsibility tool.
- Utilizing our PTSA in ongoing activities.
- Mailing progress reports upon request.
- Addressing students who are in need of extra academic support and meeting with parents. throughout the second semester of the school year to help determine action plans for success.
- Establishing discipline conferences and making additional phone calls to parents.
- Updated BMS Billboard.
- Updated Cable TV with important dates and events.

E. Technology as a learning tool.

All BMS teaching staff has been trained to use a new grade book program. This program aids teachers in their communication with parents through the school corporation Internet Website. Teachers also utilize their web pages and update important information for parents

A third computer lab is part of a higher level math/engineering program called “Project Lead the Way”. Eighth grade students who excel in math and science are invited to participate in the program. The course gives the student one high school math credit and additional high school courses will be offered for this group of students. Students who complete the Middle School course will continue with the program in high school. When Project Lead the Way students are not using the lab, it is open to any class to use as needed. Boston Middle School also has two additional twenty-five station Dell computer labs with word processing, spreadsheet, graphic organizing, and Internet software. One computer lab classroom serves as the Business Education class; the other is an open lab for teacher use.

Additional technology equipment include three presentation stations (mobilized laptop and projector) are available for classroom/staff training use. Many classrooms house mini labs with iMac computers for student word processing.

Smart boards have enhanced our teacher delivery system as 100% of our academic teaching staff is utilizing this technology. Smart boards are interactive and students are more deeply engaged in their learning.

Technology based instruction/assessment includes, but is not limited to:

- Student research projects
- Science mini labs
- Smart Boards in each academic department
- Clickers for the smart boards
- Research based Science standards (8th grade)
- Music composition
- ENL software
- Mine labs in classroom
- Web-based IEP's
- Report Card Creation
- Textbook resources
- Parent communication
- DOE ISTEP analysis and related resources
- Study Island assessment tool
- Accelerated Reader

F. Safe and disciplined learning environment.

The school operates under the safe school plan adopted by the La Porte Community School Corporations. Elements of this program include the following:

- The school is locked daily from 8:15-2:45; visitors must buzz the office for access into the building.
- Building key access is monitored closely.
- Visitors are directed to the main office and staff is instructed to verify the status of non-students and/or adults in the building without a pass or name tag.
- All visitors to the building are issued time sensitive passes.
- Administrators are available through electronic means.
- Peer mediators and conflict managers are a vital part of our overall discipline program.
- The corporation's liaison police officer is scheduled weekly; he presents "bully" information to classrooms and acts as a positive part of our overall teaching team.
- Teachers address discipline problems using a positive discipline approach with good classroom management. A school discipline process is to be consistently followed.
- Teachers and administrators monitor the hallways and other areas of the building.
- All required drills are done in a timely fashion and are recorded in an accurate manner.

In addition, Boston Middle School follows the guidelines of the State of Indiana in maintaining the safety of the building by having regular inspections for fire safety, equipment safety, boiler inspections, elevator inspections, and bleacher inspections. The local and state health departments conduct frequent checks of our food preparation areas. The records for these

inspections are housed at the Special Services Center. Required immunization reports are on file in the BMS nurse's office.

Discipline at Boston Middle School is a community-wide collaborative process. Students are expected to be cooperative, make good choices and to be engaged in learning at all times. Teachers, parents, probation and the local courts work together, as a team, to surround our students with consistency. A well disciplined individual is our goal. Our discipline process is expected to be followed by all.

The following pages show proof of our adherence to state safety standards including:

- State Fire Inspections
- CPR Training for all staff
- Defibrillator training for all teaching staff.
- Immunizations
- Vision, Hearing, Postural Screenings
- Discipline reports

G. Professional development.

The professional development program for the school is conducted within district goals and objectives and includes the following:

- Corporation-wide In-service on "Best Practices" in the fall of 2009 will include, all staff members having staff development with Facilitator Rick Wormeli. He will focus on best practices, summarization in all subjects and will present 50 techniques to improve student learning. These techniques will be emphasized during the 2010-2011 school year.
- Mr. Carl Olson will present during the October 2011 In-Service for Boston Staff. He will focus on how teachers can raise the level of student understanding by way of "practical examples".
- RTI (Response to Intervention) staff development will be ongoing and updated on a yearly basis.
- Technology up-date training for a new grade book for all BMS staff.
- CPR training (for all new staff) and defibrillator training has been updated and will continue to be updated on a yearly basis.
- Staff led professional development opportunities are open to all teams during weekly team meetings.
- Vocabulary instruction based on Marzano; this is ongoing as instruction is to become intrinsic for teaching staff.
- Coordination of both middle schools by subject area to agree upon end-of-unit assessments.
- Collaborative efforts with both middle schools, Boston Middle School and Kesling Middle School, to continue to review and assess curriculum mapping.
- Introduction of a Critical Thinking tool using Bloom's higher level thinking is to be utilized by all teaching staff. Professional development for higher level thinking is continuous.

A professional development plan is a part of each of our goal action statements. The staff and administration believe that targeted professional development activities will be vital to

tracking student achievement and focusing instruction more specifically on the needs of each student.

V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following: (see School Improvement Action Plan)

A. Attendance rate. ([Link to web](#))[Boston Middle School Attendance Rate](#)

B. Percentage of students meeting academic standards under the ISTEP+ program ([Link to web](#))
[Percentage of students meeting Academic Standards](#)

C. For a secondary school, graduation rate. (LPHS only)

VI. Specific areas where improvement is needed immediately.

Sustained improvement is needed in the following groups: special education, LEP students, and the reading program at all grade levels. These immediate needs are evidenced by our 2010 ISTEP+ results. The faculty is dedicated to addressing and raising these scores through collaboration, best practices, and purposely altering their delivery system to students by balancing their teaching methods and activities to match learning styles, intelligences, and cultural preferences. Building good background vocabulary and focusing on thinking and working at higher thinking levels (Bloom's Taxonomy) will be an integral part of our teaching strategies.

VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system. (See School Improvement Action Plan).

High achievement will be the goal for all students in all grades. Benchmarks for progress will include end-of-unit assessments for each course offered. The testing will give us ongoing data to review/revise/remediate where needed. Boston Middle School expects that the percentage of students passing and improving on the comprehensive ISTEP+ assessment will increase each year the students take the test.

VIII. Academic Honors Diploma and Core 40, including the following:

A. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

The minimal course offerings will be the Core 40 diploma. The BMS counseling department has teamed with the LPHS counseling department and has scheduled all eighth graders for their ninth grade year, 2009-2010, at La Porte High School. Academic Honors Diploma course sign-up have been offered to all BMS students who qualify.

B. Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

All students are encouraged to stretch themselves and to raise their own expectations and commitments toward their education. The minimal diploma requirement for students entering their ninth grade year at the high school is the Core 40. Students who qualify are encouraged to pursue the more rigorous Academic Honors Diploma.

IX. Proposed interventions based on school improvement goals. (See School Improvement Action Plan)

It is in the best interest of the community, students, faculty, and administration that we look to the future and prepare our students to achieve at their highest levels in accordance with Indiana State Standards. The proposed strategies and intervention areas on state standards, ISTEP+ scores, end-of-unit assessments, classroom achievement and teacher input and are applicable to subject areas and grade levels.

X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts. (See School Improvement Action Plan) It is in the best interest of the community, students, faculty, and administration that we look to the future and prepare our students to achieve at their highest levels in accordance with Indiana State Standards. The proposed strategies and interventions are on state standards, ISTEP+ scores, end-of-unit assessments, classroom achievement and teacher input and are applicable to subject areas and grade levels.

XI. There are no statutes and rules to be waived.

XII. Three (3) year time line for implementation, review, and revision.

A timeline has been established by the PL 221 committee based on the PL 221 goals, and resource list. Implementation of the plan will include reviewing and revising the improvement plan each year. Data collection will be a primary component of this review process; mainly from the ISTEP+ results and end-of-unit assessments by all departments. The periodic review of test results will involve all staff members.

**School Improvement Action Plan
Boston Middle School**

GOAL: All BMS Students will demonstrate increased achievement in the area of Reading/Language Arts.

Support Data: Writing Process Comprehension Vocabulary	Standardized Assessments: ISTEP+	Local Assessments: Rubrics every nine weeks End-of-unit assessments Periodic classroom reviews Bench marks Study Island Star Reader Accelerated Reader		
Intervention: Students will become more proficient in writing process through a structured plan of learning experiences.		Research/Best Practice: Simple Six Writing Bloom's Taxonomy		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*RTI (Response to Intervention) will become an integral part of our team discussions as students will be identified at Tier 1, 2, or 3 levels. Intense, specific teaching strategies will be utilized for Tier 2 and 3 students. RTI is continuous; all decisions are data-based.</p> <p>*Through collaborative efforts, BMS has created a nine week grading period schedule and have ability grouped all students for the 2009-2010 school year. The grouping will create a baseline of data to incorporate into our RTI process. Ability grouping will continue for the 2010-2011 school year.</p> <p>*All teachers will continue the writing prompts and turn in student samples every nine weeks. *Teachers will use the ISTEP+ writing rubrics for scoring. *Student samples will be given to the principal for review. *Student editing will take place for each writing prompt. *Teachers will utilize technology to access ISTEP writing samples for students for remedial and preparation prior to the spring tests. *All teachers will require proper writing process when assigning writing activities.</p> <p>*All teaching staff will emphasize the writing process during the ISTEP review in January and February of 2011, prior to the spring ISTEP test. *Implementation of "school-wide writing for a purpose". Samples will be displayed in school and community. *Teachers will collect exemplary student writing to be used as school-</p>	<p>*Classroom teachers *Classroom assistants *Guidance *Principal *BMS Students</p>	<p>*Ongoing 2010-2011 *School year. *Quarterly reports.</p>	<p>*Simple Six Strategies *Corporation & DOE information *Rubrics from ISTEP. *Smart Cards-Graphic Organizers and Differentiation</p> <p>*Critical Thinking Wheels. Bloom's Taxonomy www.mentoringminds.com</p> <p>*Rick Wormeli *Carl Olson – presenter for the October 2011 school year.</p>	<p>*Grade level team meetings to review information. *Cross grade level (department) meetings *Review of applied skills tests *Demonstration lessons from staff members. *Writing across the curriculum activities. *Academic teams will correlate effective teaching activities (proposed by Mr. Wormeli) practiced throughout the year for staff to utilize. Presentation of effective lessons will be during weekly team meetings.</p>

wide (approved) "Anchor Work" for future projects.				
Intervention: Students will develop better strategies and become more proficient using content vocabulary in all disciplines on a daily basis.		Research/Best Practice: Blachowicz-Fisher: <u>Teaching Vocabulary in all Classrooms</u> Marzano: <u>Classroom Instruction That Works</u> Marzano: <u>Building Background Knowledge</u> Payne: <u>Learning Structures</u> www.ahaprocess.com Accelerated Reader Program		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*Study Island is an assessment tool that has been incorporated in the 2009-2010 school year. All students will be assessed on Indiana standards throughout the school year. Teachers will analyze and alter teaching instruction based on the Study Island assessments on a yearly basis.</p> <p>*Accelerated Reader Program has been incorporated in the 2009-2010 school year. AR will yield grade level equivalency scores three times a year. It will also give teachers an additional tool to promote reading among all students. The Accelerated Reader Program will be used on a yearly basis.</p> <p>*Smart Boards are available in all academic classrooms; teachers will utilize the smart board on a daily basis.</p> <p>*Clickers are available in core classes and will be used with core standard activities.</p> <p>*Vocabulary development in all subject areas is required to provide background knowledge for all students.</p> <p>*Administrators will continue to facilitate Strategic Goal #2: Marzano's Direct Vocabulary Instruction process for 2010-2011 school year.</p> <p>*All teaching staff will continue implement Marzano's six step process for direct vocabulary instruction throughout the 2010-2011 school year.</p> <p>*All departments will review and revise the ten most essential vocabulary words for students to internalize. The six step Marzano process will be used.</p> <p>*The student planner will incorporate Marzano's vocabulary "template" for all students to use during the 2010-1011 school year.</p> <p>*A list of essential conceptual vocabulary will be reviewed and revised on a yearly basis.</p> <p>*All teachers will be expected to create higher level thinking activities as it relates to Bloom's Taxonomy (with the aid of the Critical Thinking Wheel if needed) for all Problems of the Day activities.</p> <p>*When responding to written questions, all students will be expected to answer the questions in complete sentences.</p> <p>*Students will take comprehensive end-of-unit test at least once every nine weeks.</p>	<p>*All teachers</p> <p>*All students</p> <p>* Classroom teachers' assistants.</p> <p>*Department Heads</p> <p>*Principal</p>	<p>Ongoing</p> <p>*2010-2011 School year</p>	<p>*Textbooks</p> <p>*<u>Vocabulary Instruction for All Classrooms</u></p> <p>*<u>Depth of Knowledge</u></p> <p>*<u>Study Island</u></p> <p>*<u>Accelerated Reader Program</u></p> <p>*<u>Smart Boards in all academic classrooms.</u></p> <p>*<u>Clickers in core classes.</u></p> <p>*<u>Writing tablets (electronic) for the classroom.</u></p> <p>*Existing tests in content areas.</p> <p>DOE website for ISTEP practice pages.</p> <p>Strategic Plan Goal #2 materials</p> <p>Critical Thinking Wheel: Bloom's Taxonomy www.mentoringminds.com</p> <p>Smart Cards: Differentiation and Graphic Organizers (to be ordered spring of '08) www.kaganonline.com</p>	<p>Grade Level Team meetings. Monthly department meetings Monthly faculty meetings</p> <p>*Collaborative Middle School efforts (BMS and KMS) to ensure the concepts for the Algebra 1 ECA (End of Course Assessment) is consistent with LPHS's math department's efforts.</p>

<p>*All students will record key conceptual vocabulary in their student planners and bring their planners to all classes, daily.</p> <p>*All teachers will “chunk” class time and differentiate activities. Chunked time is to be posted daily.</p> <p>*All teachers will practice Bell-to-Bell Instruction; which is to alter the pace, variety and high level thinking during each class period. Written lesson plans will reflect this process.</p> <p>*All teachers will give students opportunities to bring “closure” to the end of each class period.</p> <p>*In 2010-2011 teachers will continue to develop effective “non-linguistic” activities that illustrate Higher Order Thinking Skills to be shared with staff, students, and parents.</p> <p>*Student recognition and celebrations will be planned by all staff for each marking period.</p> <p>*Language Arts teachers will meet after the ISTEP+ results are released to analyze, review/revise key process vocabulary used in the ISTEP+ test.</p> <p>*Remedial activities for students who do not pass the ISTEP+ test will begin in August of each year.</p>	<p>*All Teachers, teachers’ aides, and adults that are a part of the school community.</p> <p>*All Students</p> <p>* All Parents</p>	<p>*Ongoing</p>	<p>Marzano</p> <p>LPCSC INTERNET</p> <p>Student Planners</p> <p>Rick Wormeli</p> <p>Carl Olson – presenter for October 2011 In-Service.</p>	<p>*2010-2011: Time will be allotted for all staff to have the opportunity to present good, effective non-linguistic activities to their colleagues during weekly team meetings and monthly faculty meetings.</p>
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<p>GOAL: Student Achievement in math will increase each year for all Boston Middle School Students.</p>				
<p>Support Data: Vocabulary Computation Algebra Problem Solving</p>	<p>Standardized Assessments: ISTEP</p>	<p>Local Assessments: Nine-week assessments from both middle schools End of chapter tests/quizzes Periodic classroom reviews Study Island</p>		
<p>Intervention: Students will develop better strategies, in their math classes, to develop more proficient skills in problem solving, computation, and number sense.</p>		<p>Research/Best Practice: Marzano: <u>What Works in Schools</u> Marzano: <u>Building Background Knowledge</u> DOE: ISTEP+ Workshop: Connecting Assessment to Instruction 2010-2011 Bloom’s Taxonomy</p>		
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>*Study Island data will be incorporated in the decision-making process when assessing and planning for students’ strengths and weaknesses in specific mathematical skill sets. *Smart Boards have been installed in all math classrooms; teachers will create activities that engage students on the smart board. Students will</p>	<p>Teachers Teacher Assistants. Principal Parents Students</p>	<p>Ongoing 2010-2011 school year</p>	<p>Text Books Smart Boards Study Island Marzano: <u>Building Background Knowledge</u> Smart Cards- <u>www.kaganonline.com</u></p>	<p>Team meetings Department meetings Staff meetings Corporation-wide In-service Hosted Rick Wormeli in the fall of 2009 as a motivational</p>

<p>become more actively involved with skill sets by way of technology. *All teachers will use higher level questioning for all students. Easy to use questioning tool, Critical Thinking Wheel, will be provided. *All math teachers will begin their class periods with a “question of the day” problem solving activity and will purposely use higher level questions/activities. *In 2010-2011, the Problem of the Day will consist of 2 or more steps in order to solve a given problem. More ISTEP prompts focusing on “open-ended” questions will also be part of POD activities. *In 2010-2011, Science and Soc. St. classes will emphasize data interpretation working at the “evaluation” thinking level. Students will be able to draw conclusions and make predictions on any given chart/graph. *Math teachers will meet after the ISTEP+ test results are released to analyze, review/revise key process vocabulary used in the ISTEP test. *Remedial activities for students who do not pass the ISTEP+ test will begin in August of each year.</p>			<p>Critical Thinking Wheel- www.mentoringminds.com DOE website Strategic Goal #1 testing processes Strategic Goal #2 Materials</p>	<p>speaker to enhance student activities. His instructional strategies will continue to be emphasized in the 2010-2011 school year. When funding is available, summer curriculum opportunities are an option for teachers.</p>
<p>Interventions: Students will develop alternative strategies to become more proficient applying content vocabulary for mathematics.</p>			<p>Research/Best Practice: Marzano: Building Background Knowledge DOE: ISTEP+ Workshop: connecting Assessment to Instruction 2007-2008</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>* All math teachers will work collaboratively and teach specific process vocabulary during the ISTEP+ review period February of each school year. *All math teachers will collaborate each grading period to compare the conceptual vocabulary words being learned and how it corresponds with daily work, test scores, and student overall performance. Study Island will be an additional tool to utilize as continuous adjustments will be documented. *Staff will review and revise the results of the end-of-course-assessment for Algebra. Future planning will be announced. Algebra teachers and guidance counselors will communicate with parents and high school personnel on a consistent basis. Information may consist of scores, skill deficits, strengths, scheduling and future course work, career possibilities, etc.</p>	<p>Classroom Teachers Counselors Students Parents Principal</p>	<p>Ongoing</p>	<p>Strategic Goal #2 Materials DOE website Study Island Textbooks Marzano: Building Background Knowledge Bloom’s Taxonomy</p>	<p>Team Meetings Department Meetings Coordination with middle school and high school counselors in regards to Algebra ECA testing and scheduling for 8th grade students and high school math courses.</p>
<p>GOAL: Boston Middle School will ensure the safety of the entire school community.</p>				
<p>Support Data: Daily attendance Daily discipline records</p>	<p>Standardized Assessments: ISTEP</p>	<p>Local Assessments: Safe and Caring Survey Discipline records Attendance records</p>		

Intervention: All school personnel will be trained in all emergency procedures to ensure the safety of all students and individuals within the building.			Research/Best Practice: State of Indiana's research on the correlation of attendance and success.	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*All teaching staff will be given procedures and guidelines to follow for all emergency situations. These procedures will be practiced throughout the school year.</p> <p>*The BMS Crisis Team, special education teachers and athletic coaches have been trained in basic CPR procedures for 2010-2011 and will be expected to update their certification on a yearly basis.</p> <p>*All teaching staff will be introduced to the defibrillator and specific staff will be trained to use the defibrillator</p> <p>*All counselors will meet with students, regularly, to introduce the concept of "Bullying" and to teach coping skills to students.</p> <p>*Eighth grade teaching staff will introduce Internet Safety to their students and incorporate good Internet skills throughout the school year.</p> <p>*Corporation Liaison Officer will be scheduled to present "bully" information and preventative tools for students.</p> <p>*All teachers will respond to any student who feels he/she is being bullied and follow school processes in a timely manner.</p> <p>*All guidance counselors and administration will be prepared to follow school and state guidelines involving any student in personal crisis.</p> <p>*All counselors will review their crisis plan to be prepared for tragic accidents involving students.</p>	<p>*Classroom teachers</p> <p>*Classroom teachers' aides</p> <p>*School Nurse</p> <p>*School counselors</p> <p>*Administrators</p> <p>*Corporation Liaison Officer</p>	Ongoing	<p>*Corporation & DOE information</p> <p>*Corporation safe school policies</p> <p>*State required procedures</p> <p>*Corporation Liaison Officer.</p> <p>*CyberSmart.org</p>	<p>*Grade level team meetings to review crisis plans.</p> <p>*Cross grade level meetings</p> <p>*Demonstration lessons from staff members.</p> <p>Guest Facilitators: Red Cross, Police, LPCSC Liaison Officer, Fire Marshall, Community Leaders</p>
Interventions: Boston Middle School's students will attend school on a regular basis. BMS will meet the AYP recommendation for attendance.			Research/Best Practice: *Indiana's attendance law	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*Student's attendance information will be available for all parents via the Internet.</p> <p>*Parent information will be disseminated in a variety of ways before the start of the new school year. Consistent communication and awareness will be ongoing.</p> <p>*All students and parents will continue to be encouraged to become familiar with the Internet Access ability and to access their child's academic, attendance, and behavioral information on a regular basis.</p>	<p>*Parents</p> <p>*Teachers</p> <p>*Administrators</p> <p>*Students</p>	Ongoing	<p>*Indiana Attendance Law</p> <p>*La Porte County probation officers and court system.</p> <p>*School Attendance Officer</p> <p>*DOE information</p> <p>*Work Ethic Program for MS Student</p> <p>*BMS PTSA</p>	<p>Team meetings to review attendance data.</p> <p>Team/Staff meetings to develop extra curricular activities that encourage student attendance at school.</p> <p>Ongoing Team/Staff meetings to create incentives for good attendance.</p>

<p>Due to the positive effectiveness of the Internet Parent Access, progress reports will only be given to students whose parents ask for them. Most parents either have the technology or know how to access resources in our community to access their child's academic data on a daily basis.</p> <p>*Counselors and administrators will meet regularly with students missing five or more absences within a grading period.</p> <p>*Guidance Counselors will follow the Strategic Plan goal as it involves transient students.</p> <p>*Counselors and administrators will meet every nine weeks with students who have received two or more F's on their report cards.</p> <p>*Each year, all students will be introduced to the corporation Strategic Goal: Work Ethic will be required to become part of the program.</p> <p>*All students will be encouraged to join a sport, club, and/or academic completion activity during the school year.</p> <p>*Creative student incentives and creative recognition for good attendance will take place each marking period.</p> <p>*Project Attend will be used as a preventative measure to ensure students and parents/guardians comply with the state attendance laws.</p> <p>*Project Extended Day will be used as a preventative measure to ensure the safety of students and the uninterrupted educational teaching process.</p> <p>*All 8th graders will be exposed to transition activities with the high school and attendance will be an important part of the transition. High School personnel will also stress the important advantages of good attendance.</p>			<p>*Community TV Cable station</p> <p>*LPCSC Internet Website</p> <p>*Public Library</p>	
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