

# **SCHOOL IMPROVEMENT BUILDING PLAN**

## **NCA-CASI**



## **Davis Middle School**

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[HillsdaleSchools.org](http://HillsdaleSchools.org)

Jacquelin Wickham, Principal

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# Introductory Comments

## School Profile

### General Information

Davis Middle School is the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade middle school building that is part of Hillsdale Community Schools in south-central Michigan. Our student population for the 2008-2009 school year was 369. Davis Middle School has an administrative team consisting on a principal, assistant principal/athletic director and two administrative assistants. Our teaching staff consisted of 5 sixth grade, 4 seventh grade, 4 eighth grade, 3 fine arts, and 1 physical education teacher, as well as 3 special education teachers. Support staff included 3.5 cooks, 2.5 custodians, and 5 educational assistants.

### School Mission and Vision

Davis Middle School encourages students to grow intellectually and emotionally toward becoming productive lifelong learners in a safe and respectful environment.

### Recent Changes in the School or Community

Hillsdale has been hit extremely hard by the economic recession. One study has shown that Hillsdale has had more jobs lost per capita than any other county in the nation. Many families have moved and many families are struggling to put food on the table. Over the past five years we have had two charter schools emerge in our community and an academy expand grades that are served. Hillsdale Community Schools also practices county-wide schools of choice options between eight school districts. Schools of Choice has caused student movement throughout our county and created a disadvantage to the educational needs of the students. We have lost and gained students each semester due to parental requests and transportation opportunities available from other districts.

Despite the economic struggles of the community, the falling enrollment, and reduced staff, Davis Middle School students are continuing their academic achievement growth. The educational and economic challenges will not soon go away. Thoughtful educational programs and its delivery will continue to be necessary to negate these challenging factors. The fine arts programs, band, orchestra, choir, the French classes and the enhanced classes continue to be added as part of the middle school curriculum. This year we offered 6<sup>th</sup> grade enhanced math and language arts, 7<sup>th</sup> grade language arts, advanced English and algebra for high school credit.

### History of the school with NCA CASI

Hillsdale Community Schools, including all three elementary buildings, the high school and Davis Middle School, are accredited with North Central Accreditation CASI. In 2006-07 we completed the Performance Accreditation process and was awarded continuing accreditation with the North Central Association, Commission on Accreditation and School Improvement (NCA CASI).

## **An Overview of the current NCA school improvement cycle**

Davis Middle School is now in the second year of our third cycle with NCA CASI. The school is following the Performance Accreditation process and is scheduled for a Quality Assurance Review in 2012. The school has compiled a school profile and needs assessment based upon the timeline set forth by NCA CASI. Through this process the school strives to improve the quality of education and challenges itself to prepare each and every learner for success, in accordance with the NCA CASI mission.

## **Steering Committee membership and operation**

The steering committee is comprised of Jacquelin Wickham, Principal, and four teachers, Kirk Putnam, Keith Rushing, Joanie Peck, and Donna English. The members of the steering committee helped gather the data that was collected by all members of the Davis community. Small groups met as teams to review the building profile and review the needs assessment to triangulate the needs to decide upon goals, strategies, and interventions. These teams also disseminated the data. The teams also prepared documentation for the seven standards.

Standards Committees: Vision & Purpose – Brent Falke, John Major, Marc Wilson  
Governance & Leadership – Sandy Maxfield, Jessica Weibel, Susan Kuhn  
Teaching & Learning – Marcia Leffler, Kirk Putnam, Judy Wellman  
Documenting & Using Results – Dan English, Betty Griffiths, Tonya Randolph  
Resources & Support Systems – Joanie Peck, Laura Wilson, Joshua Smith  
Stakeholder Communications & Relationships – Gwen Chavez, Terri Cunkle, Keith Rushing  
Commitment to Continuous Improvement – Donna English, Buffi Gudakunst, Ann Robare

## **2009-2010 SCHOOL YEAR**

For the 2009-2010 school year, we have updated the profile and established a comprehensive needs assessment to identify the goals. Goal one: All students will become increasingly more proficient in using proper reading and writing skills. Goal two: All students will become proficient using everyday applications. Both goals have specific skills, the essence of each goal to be accomplished.

## **Comprehensive Needs Assessment**

A needs assessment was completed within the school and community. A staff survey, Taglit was completed to identify technology skill levels and additional needs for professional development. The goal and standards committees identified professional development needs for the staff relevant to the strategies and interventions. Data included in the needs assessment identifies focus areas that need additional strategies developed to increase student skills and achievement. A parent survey was also completed with the results presented in the needs assessment.

# Building Profile

School Year **2008-2009**

Name of Building **Bernard Davis Middle School**

Accreditation **NCA Performance Accredited**

School Organization **Middle School focused on the middle school philosophy Curriculum and activities relevant to the middle school child.**

Grades **6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>**

Number of Students **6<sup>th</sup> Grade – 134  
7<sup>th</sup> Grade – 128  
8<sup>th</sup> Grade – 107  
Total – 369**

Student/Teacher Ratio- Average class size is: **6<sup>th</sup> Grade – 32/1  
7<sup>th</sup> Grade – 25/1  
8<sup>th</sup> Grade – 27/1**

Gender

	6th	7th	8th	Total
Male	66	70	50	186
Female	68	58	57	183

Free/Reduced Lunch **Free – 172 (46.8%) Reduced – 42 (11.4%) Total 214 (58.3%)**

Attendance **94 %**

Card of Excellence – All Year **99 Students Boys 39 Girls 13  
6<sup>th</sup> Grade Boys 17 Girls 27  
7<sup>th</sup> Grade Boys 14 Girls 20  
8<sup>th</sup> Grade Boys 8 Girls 13**

Honor Roll – All Year **168 Students Boys 72 Girls 96  
6<sup>th</sup> Grade Boys 23 Girls 43  
7<sup>th</sup> Grade Boys 31 Girls 29  
8<sup>th</sup> Grade Boys 18 Girls 24**

Student Achievement **Awards night – 68.2% of all Davis Middle School students or 185 students recognized for achievement receiving 442 awards.**

Failures

Semester	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1	2	1	2	1	2
Boys	10	10	07	07	10	08
Girls	01	01	07	07	08	11

Student Retentions  
(Recommendations)

6<sup>th</sup> Grade – 0      7<sup>th</sup> Grade – 0      8<sup>th</sup> Grade – 2

Drop out

0%

Cultural Diversity

0.4% Asian-American  
0.9% African-American  
0.9% Hispanic/Latino  
0.6% American Indian  
97.2% Caucasian

School of Choice

49 students

Student Physical Needs

12.3% of the student population have asthma  
19.5% have allergies  
1.1% other serious medical needs

Special Programs  
Special Education

CI, LD, EI: The middle school offered a CI classroom for a few identified students plus inclusion for most students with consumer math and study skills. The 6<sup>th</sup> grade offered a self-contained regular education classroom with the teacher consultant co-teaching.

At-Risks

Total 62.36% of the population or 169 students  
Boys 98                  Girls 72  
6<sup>th</sup> Grade Boys 32    Girls 22  
7<sup>th</sup> Grade Boys 34    Girls 16  
8<sup>th</sup> Grade Boys 32    Girls 34

Additional Programs

Athletics

Total participation 260, 70.4% of the students  
Boys – 157      Girls – 103

Enhanced Program

6<sup>th</sup> grade language arts                  6<sup>th</sup> grade math  
7<sup>th</sup> grade compacted English          pre-algebra  
French I  
8<sup>th</sup> grade advanced English          algebra

Performing Arts

Band, orchestra, and choir - Total

Builders Club

Kiwanis middle school community service organization  
57 student members and 1 advisor

After School

Total 200  
Boys – 105      Girls – 95  
6<sup>th</sup> grade 102    Boys 51    Girls 51  
7<sup>th</sup> grade 50     Boys 30    Girls 20  
8<sup>th</sup> grade 48     Boys 24    Girls 24

Bus Riders  
Walkers  
Dial-A-Ride  
Car

38% of student population  
20% of student population  
0.7% of student population  
45% of student population

Parent Involvement 4 to 6 parents at each home athletic event working concession.  
 1 parent each week working in the Davis Closet, DMS resale shop for students.  
 Career Day  
 6 to 8 parents and teacher chaperones at each school dance.  
 PTO - Fundraise for field trips, teacher supplies, and agendas.  
 Field trip chaperones  
 Band Boosters

Community Involvement Career Day speakers 44 adults from the community.  
 Health Fair Day 20 health professionals from the community.

Discipline Referrals 2008-09 school year:	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	total
In-School Suspensions	42	68	114
Out-of-School Suspensions	117	322	439
Timeouts	261	437	698
Detentions (7 <sup>th</sup> hour)			450
Truancy Court	13 total students' boys 8 girls 5		
Saturday School	43	97	140

Career Awareness 369 students participated in Career Day  
 128 7<sup>th</sup> graders participated in Career Cruising and Educational Development Planning  
 107 8<sup>th</sup> graders participated in Career Cruising and Educational Development Planning for 9<sup>th</sup> grade.  
 18 8<sup>th</sup> graders participated in Job Shadowing Jr. Achievement-in select classes

8<sup>th</sup> Grade Technology Literacy Certification - 99 out of 107 students, 92.7%.

8<sup>th</sup> Grade readability level – The result of the DRA assessment indicates that 66% of all 8<sup>th</sup> graders are at grade level, while, 34% of the 8<sup>th</sup> graders are reading below grade level.

DMS Staff is Highly Qualified: All teachers and educational assistants are highly qualified. The district has the responsibility of hiring only highly-qualified teachers and highly qualified educational assistants.

Staff TAGLIT, Taking a Good Look at Instructional Technology Survey  
 Results show Davis Middle School teachers are progressing (2 out of 4) or emerging (3 out of 4)  
 Low scores identified more knowledge and use of multi media tools and professional development.  
 Survey results are included.

**DMS At-Risk  
June 2009**

**At –Risk Population**

169 Total or 62.36% of the student population

6<sup>th</sup> grade 53 Boys 32 Girls 22 7<sup>th</sup> grade 50 Boys 34 Girls 16

8<sup>th</sup> grade 66 Boys 32 Girls 34

**After School Program**

89 At-Risk students attended

6<sup>th</sup> grade 43

7<sup>th</sup> grade 17

8<sup>th</sup> grade 29

Boys 23 Girls 20

Boys 10 Girls 7

Boys 13 Girls 16

**Renaissance School**

Total At-Risk 3

Boys 2 Girl 1

**Summer School**

52 At-Risk total 55

Boys 29 Girls 25

6<sup>th</sup> grade 13

7<sup>th</sup> grade 18

8<sup>th</sup> grade 21

Boys 12 Girls 1

Boys 10 Girls 8

Boys 8 Girls 13

**Youth Home**

6<sup>th</sup> Grade 1 Boy

7<sup>th</sup> Grade 1 Boy 2 Girls

**Truancy** At-Risk 13 total 14

6<sup>th</sup> Grade 2

7<sup>th</sup> Grade 6

8<sup>th</sup> Grade 5

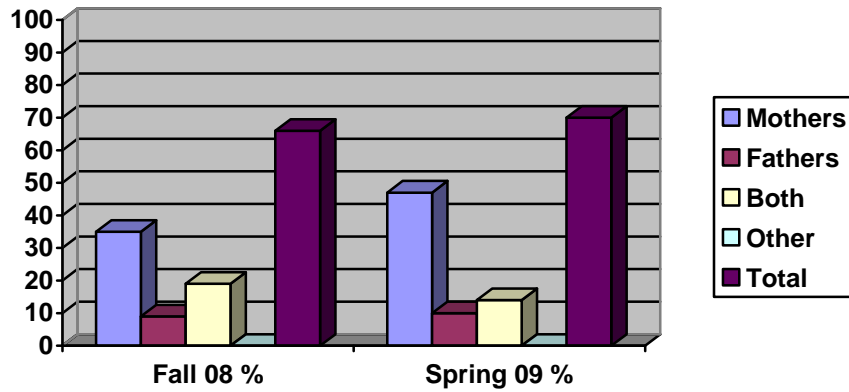
Boys 2 Girls 0

Boys 3 Girls 3

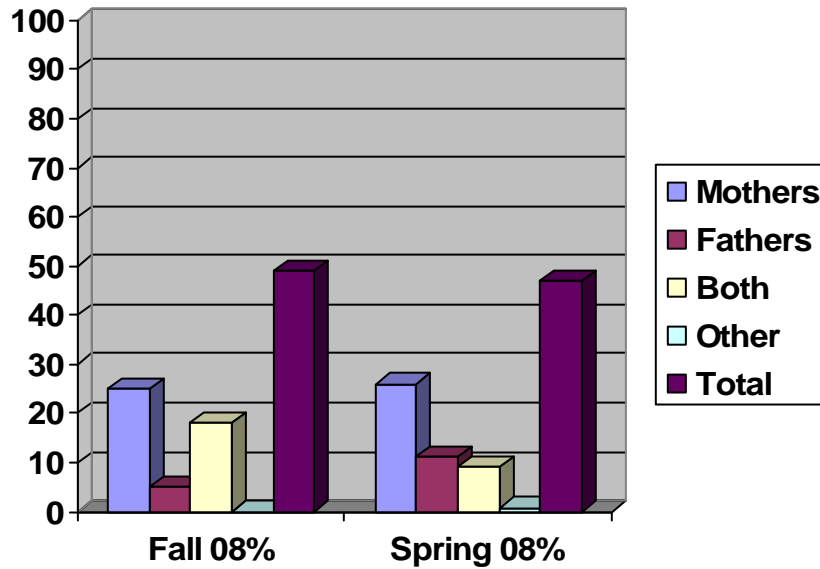
Boys 4 Girls 1

# Parent Teacher Conferences 2008-2009

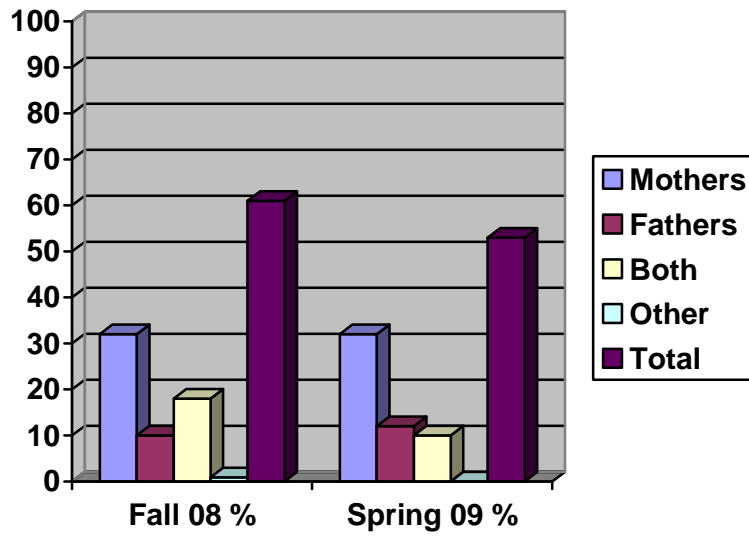
## 6<sup>th</sup> Grade Percentages of Parents Attending



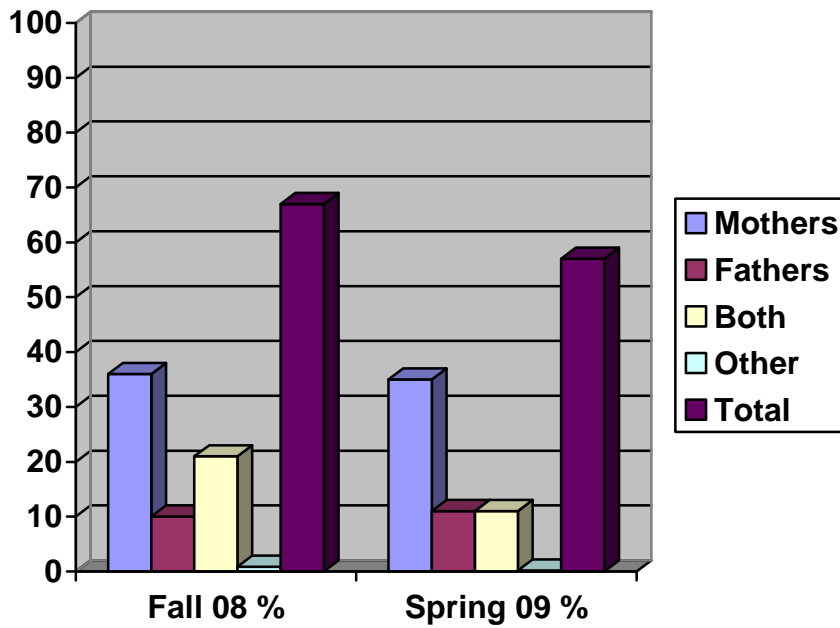
## 7<sup>th</sup> Grade Percentages of Parents Attending



### 8<sup>th</sup> Grade Percentages of Parents Attending



### Total Grades 6, 7, and 8 Parents Attending



**Davis M.S.**  
**Parent Survey Analysis**

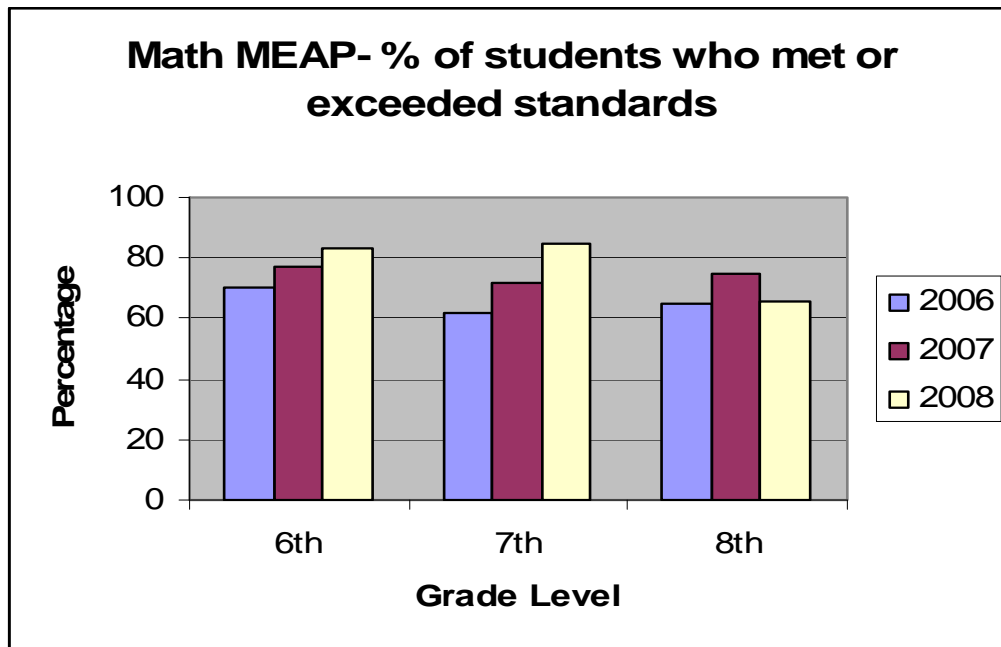
The following is a brief analysis of a “Parent/Guardian Survey” distributed to Davis M.S. parents during parent teacher conferences in November of 2008. The intent of the survey was to assess the value of the various assets available to Davis families, and to evaluate parent perceptions and the use of these assets by the family while their child was attending Davis. The survey provided our administration and staff with some valuable feedback of a positive and negative nature.

Surveys were completed by 126 parents or guardians which is approximately one third of all families. **We need to consider methods to encourage more parents to participate in parent teacher conferences in order to improve the communication between the parents and the school.** Mothers out-numbered fathers by slightly more than a 3 to 1 ratio in completing the surveys (89 to 32 plus 5 guardians). **One of the areas of concern by the Davis administration was parental involvement in their child’s education.** We were not surprised to discover that parents at the middle school level showed very little interest in becoming involved in our PTO or volunteering to help on school sponsored activities. **We need to identify what parents see as the role of the PTO, and what type of events need to be added to encourage involvement in the organization.** One PTO sponsored activity was providing agendas for our students to track their daily lessons and assignments. The survey results suggest that nearly half of the parents surveyed do check their child’s agenda on a regular basis, and this contributes to their knowledge of their academic assignments from the teachers. Most parents also reported that their child was expected to do homework on most days of the week, and parents reported helping their child with homework on 80% of the surveys returned.

A very positive report from the survey suggests nearly unanimous figures from our parents indicating a “welcoming” atmosphere” at the school, as well as easy access to communicate with their child’s teachers. Parents reported satisfactory communication between the parent and the school available through various mailings, web activities, and school reports. In regards to the school environment, parents were nearly unanimous in reporting their satisfaction with the safety of the school environment.

It is encouraging to know that 80% of the parents surveyed were aware of the school guidance program, as well as the “after school” academic and assistance offerings. Although most of the parents surveyed reported access to the internet, **there appears to be a gap in parents using the internet to check their child’s progress on the “family access” segment of the district home page.** It might be worthwhile for either the PTO or the school to offer a one night workshop on utilizing the various components of the school website.

## MEAP Data



MEAP is Michigan's Standardized assessment tool. Through the continued implementation of strategies and interventions at each grade level we can see an increase in the number of students obtaining the Level 1 & 2 in mathematics at the sixth and seventh grade. The eighth grade shows a decrease.

### Math MEAP Disaggregated Data Gender

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	70	77	83
<b>Male</b>	64	73	83
<b>Female</b>	75	81	84

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	62	72	85
<b>Male</b>	65	72	82
<b>Female</b>	58	71	88

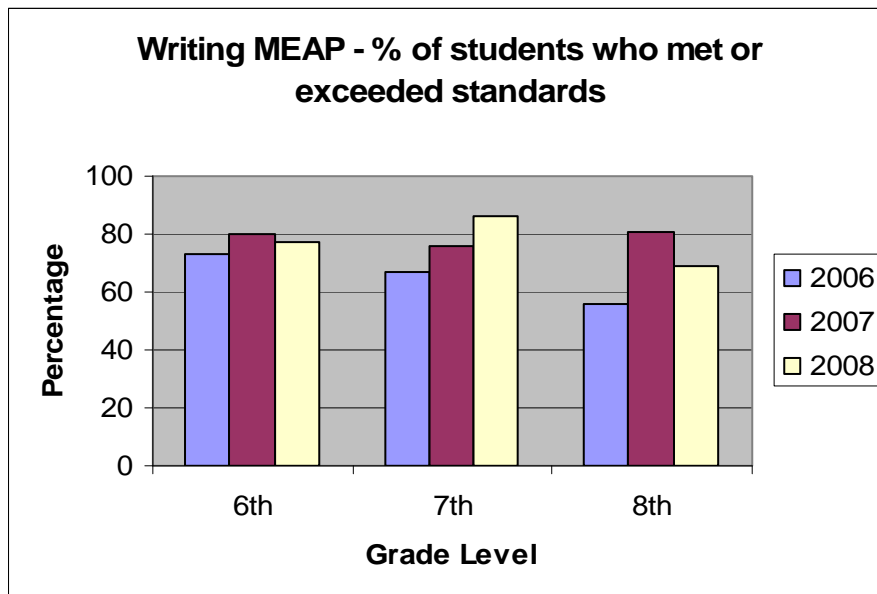
<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	65	74	66
<b>Male</b>	63	77	61
<b>Female</b>	67	70	71

## MATH

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	70	77	83
<b>Ec. Advantaged</b>	81	84	93
<b>Ec. Disadvantaged</b>	54	67	77

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	62	72	85
<b>Ec. Advantaged</b>	71	78	95
<b>Ec. Disadvantaged</b>	52	62	74

<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	65	74	66
<b>Ec. Advantaged</b>	72	77	77
<b>Ec. Disadvantaged</b>	55	69	55



Sixth grade MEAP writing scores have consistently been above 70%. Eighth grade scores, on the other hand, have fluctuated over the last three years. After the 2008-09 results, writing was the main focus for 7<sup>th</sup> and 8<sup>th</sup> grade English teachers. Seventh grade strategies and interventions will need to be reviewed and revised to accommodate the needs.

## Writing MEAP Disaggregated Data

### Gender

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	73	80	77
<b>Male</b>	60	71	73
<b>Female</b>	83	91	82

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	67	76	86
<b>Male</b>	61	64	83
<b>Female</b>	75	86	90

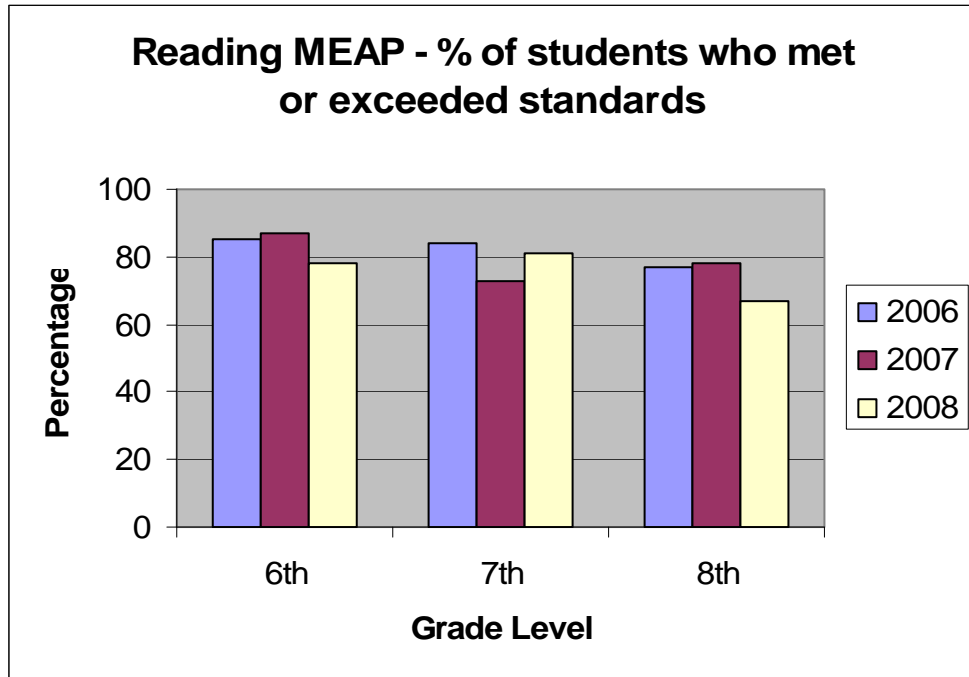
<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	56	81	69
<b>Male</b>	39	77	59
<b>Female</b>	73	86	78

### WRITING

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	73	80	77
<b>Ec. Advantaged</b>	60	87	85
<b>Ec. Disadvantaged</b>	83	71	72

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	67	76	86
<b>Ec. Advantaged</b>	72	79	97
<b>Ec. Disadvantaged</b>	61	69	76

<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	56	81	69
<b>Ec. Advantaged</b>	65	89	79
<b>Ec. Disadvantaged</b>	44	69	59



There continues to show a drop in scores from 6<sup>th</sup> to 8<sup>th</sup> grade, this trend follows the same trend that is present in the entire state referring to the MEAP state summary.

**Reading MEAP Disaggregated Data  
Gender**

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	85	87	78
<b>Male</b>	77	86	70
<b>Female</b>	92	89	87

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	84	73	81
<b>Male</b>	77	66	78
<b>Female</b>	92	80	85

<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	77	78	67
<b>Male</b>	70	74	61
<b>Female</b>	83	82	73

**MEAP Disaggregated Data  
Economically Advantaged – Economically Disadvantaged**

**Reading**

<b>Sixth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	85	87	78
<b>Ec. Advantaged</b>	91	91	89
<b>Ec. Disadvantaged</b>	76	81	71

<b>Seventh Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	84	73	81
<b>Ec. Advantaged</b>	91	83	88
<b>Ec. Disadvantaged</b>	75	58	74

<b>Eighth Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	77	78	67
<b>Ec. Advantaged</b>	86	84	81
<b>Ec. Disadvantaged</b>	65	69	53

**MEAP Assessment needs (part of the supporting Data)**

**Information comes from the School Summary Report.**

**Reading:**

Domain	Grade Level	Mean points	Possible Points
Informational Text	6 <sup>th</sup> Grade	1.5	3
	7 <sup>th</sup> Grade	3.8	6
	8 <sup>th</sup> Grade	1.4	2

Domain	Grade Level	Mean points	Possible Points
Comprehension	6 <sup>th</sup> Grade	11.9	18
	7 <sup>th</sup> Grade	13.7	19
	8 <sup>th</sup> Grade	11.1	18

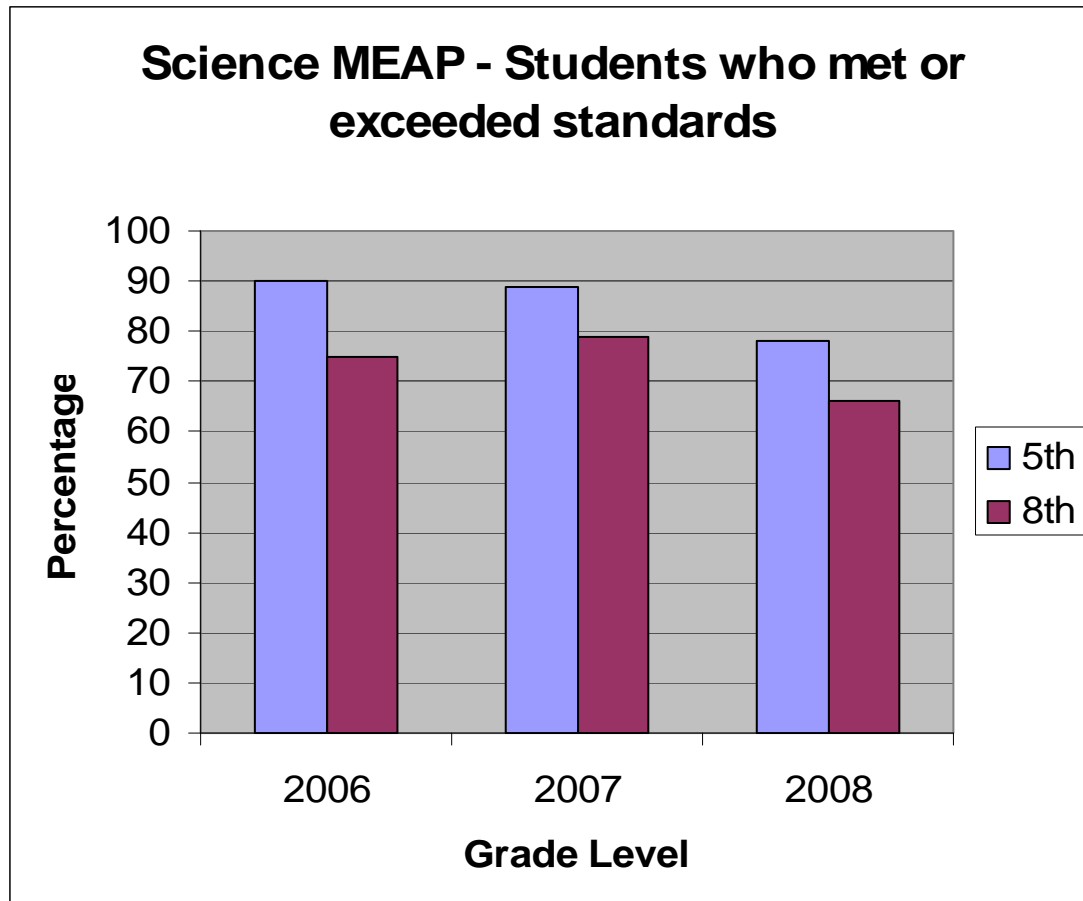
**Writing:**

Domain	Grade Level	Mean points	Possible Points
Writing Process	6 <sup>th</sup> Grade	6.9	13
	7 <sup>th</sup> Grade	7.4	12
	8 <sup>th</sup> Grade	7.6	13

Domain	Grade Level	Mean points	Possible Points
Writing Genres	6 <sup>th</sup> Grade	1.6	4
	7 <sup>th</sup> Grade	3.4	6
	8 <sup>th</sup> Grade	1.5	4

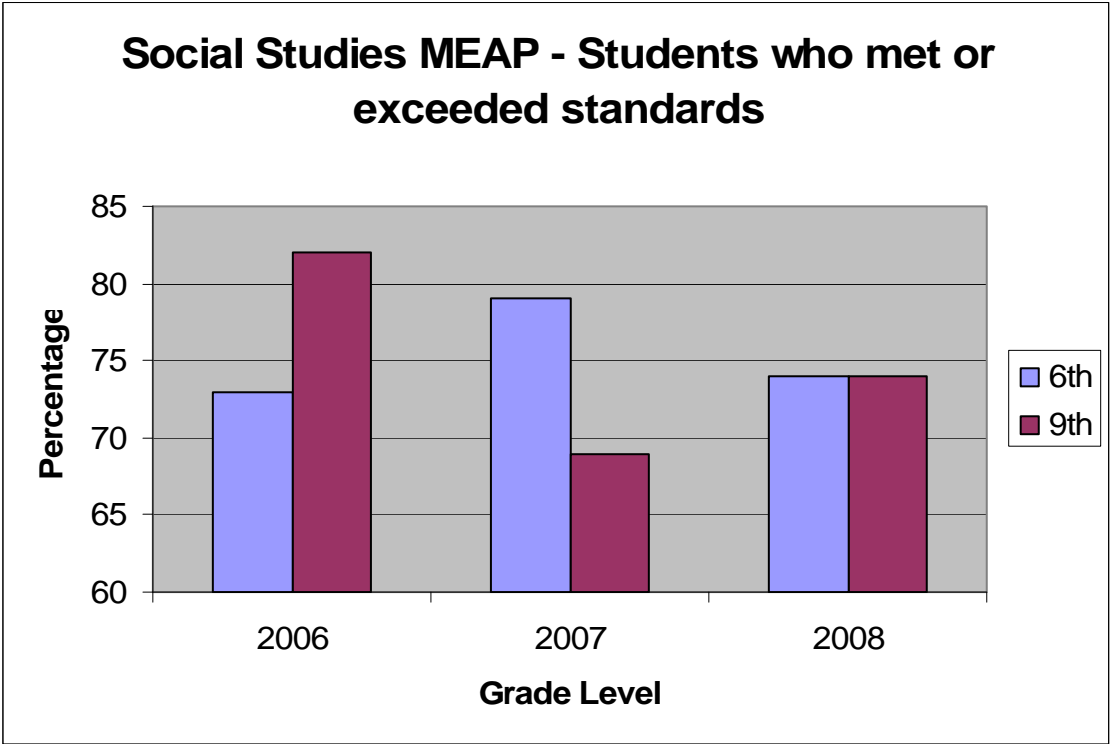
The charts for reading and writing identifying specific areas on the MEAP ELA show the areas Davis Middle School needs to focus on to increase student achievement.

Strategies and interventions are identified in the action plans.



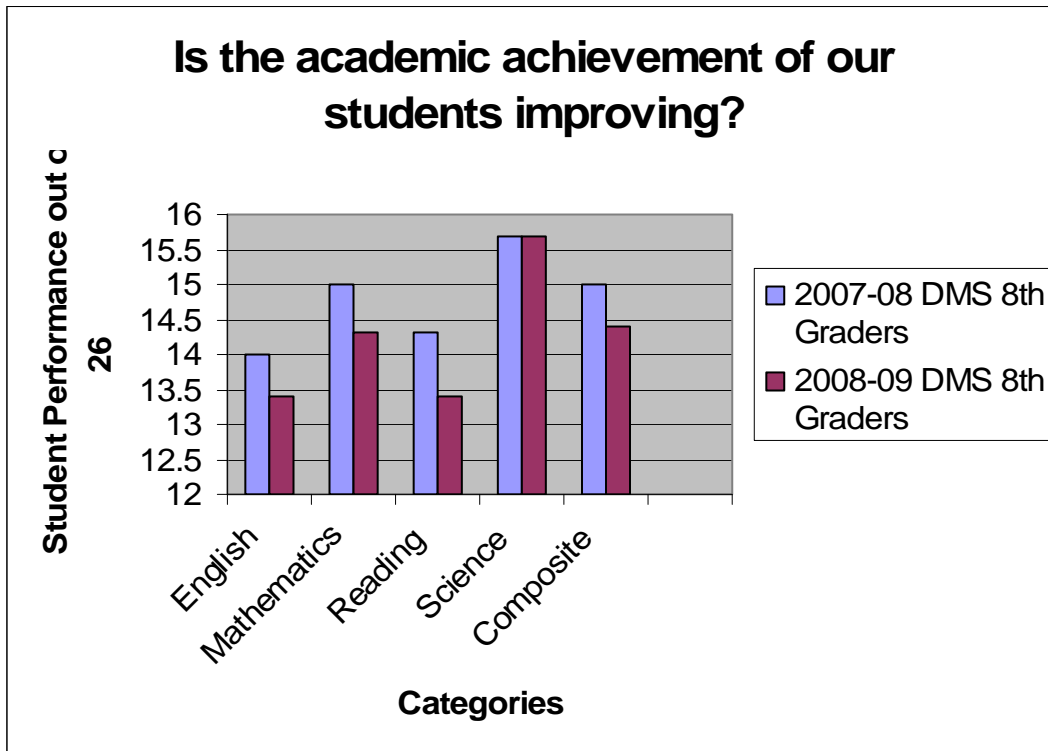
The science curriculum was realigned with the GLCE's this year. For the 2008-09 school year concepts were appropriately in place for each grade level. This year the teachers taught the curriculum and are working on establishing strategies.

Several areas of focus include graphing and metric measuring.



MEAP scores show a decline over the last three years. Some of this is due to the new content standards and benchmarks adopted by the state.

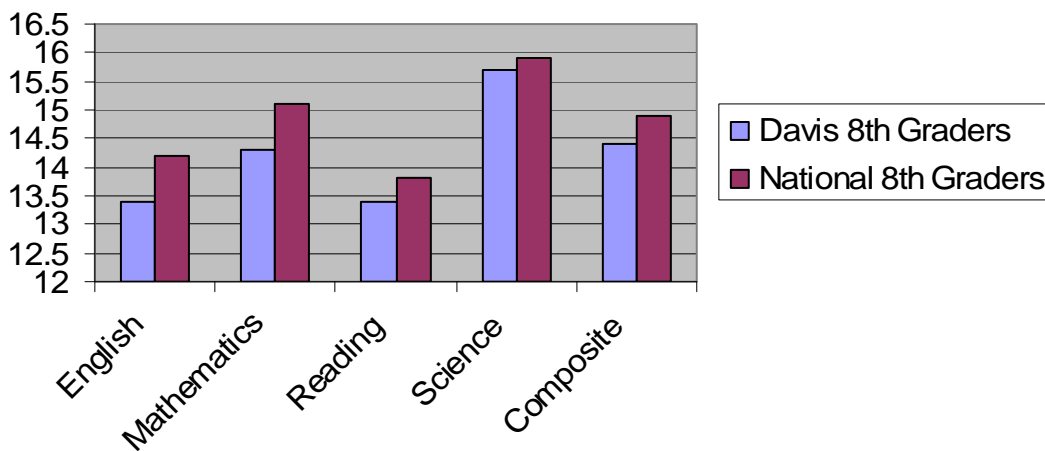
## Explorer Test



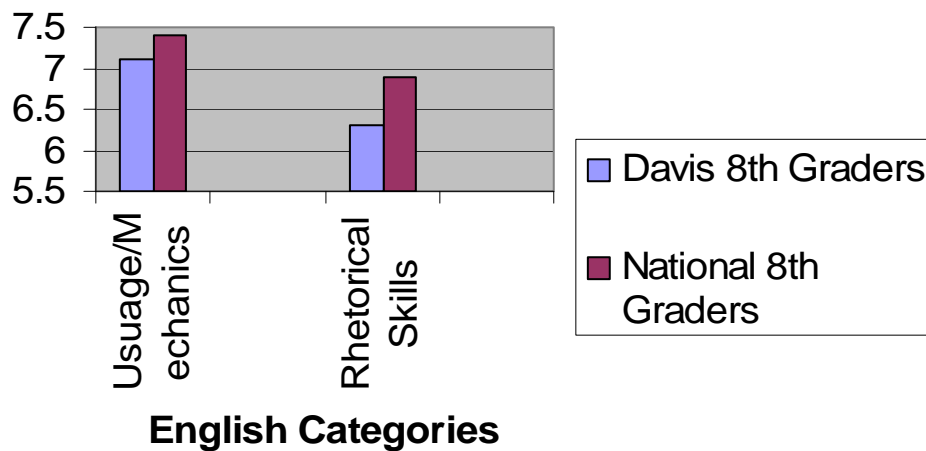
The 2008-09 school year was the third year where DMS administered the Explorer Test to 8<sup>th</sup> grade students. In looking at the graph, scores decreased in all areas. Strengthening strategies and transitioning student skills from grade 6<sup>th</sup> to grade 8<sup>th</sup> grade is a focus area. Articulating between 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade English teachers to highlight essential skills is imperative.

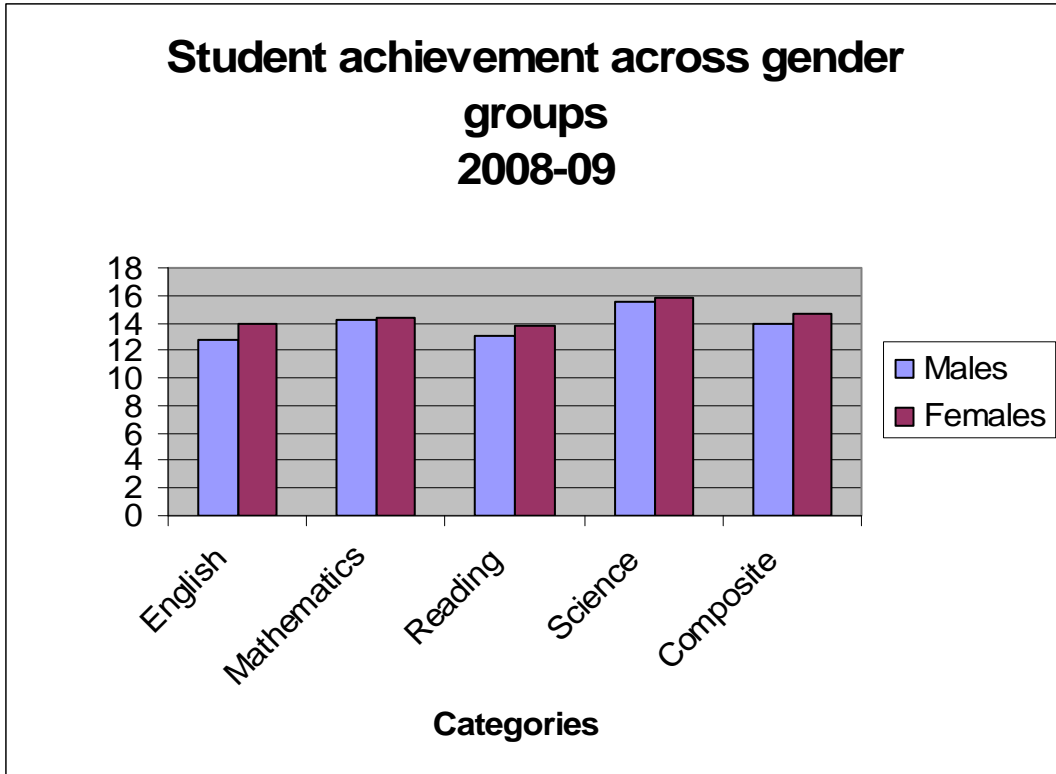
2008-2009

**How does our students' performance compare with that of students in the national norm group?**



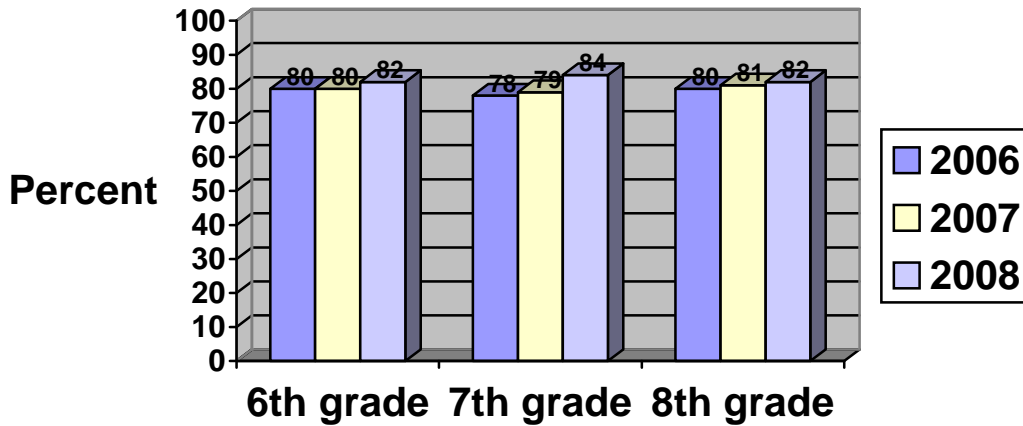
**How does our students' performance compare with that of students in the national norm group?**  
**2008-09 School Year - Subscores**



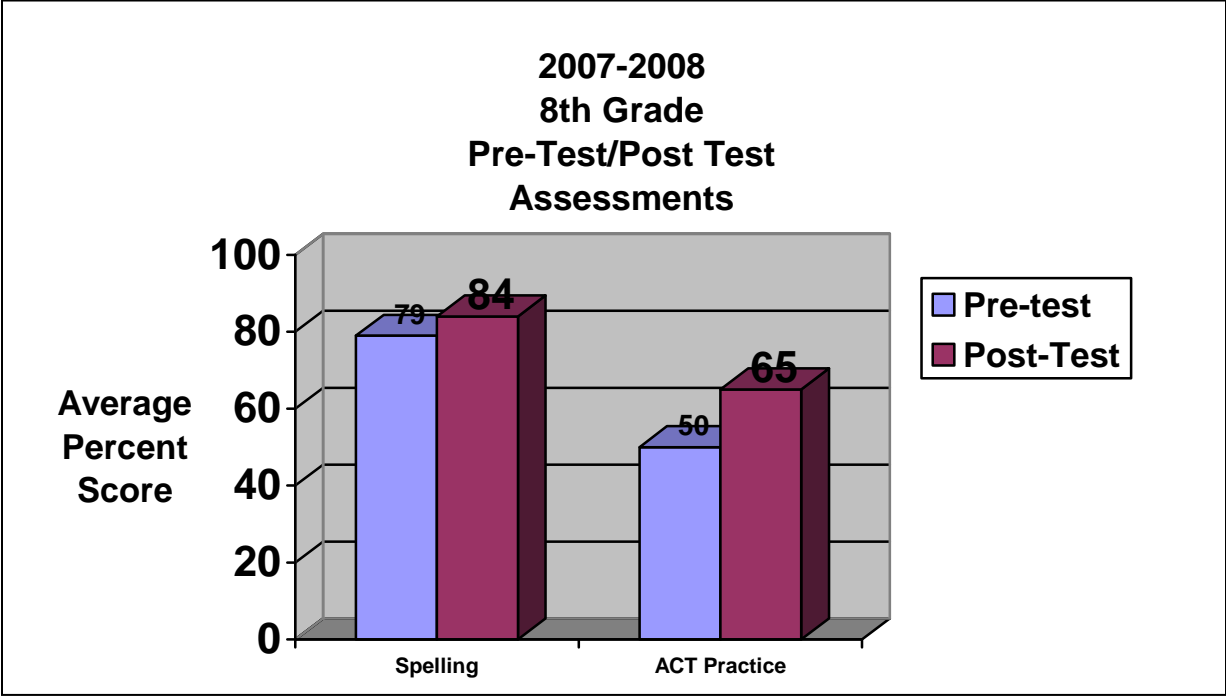


2008-09 scores were disaggregated by gender. The scores at DMS follow national trends with females doing better than males and are keeping ahead of males in science.

## English Language Arts Writing Assessment

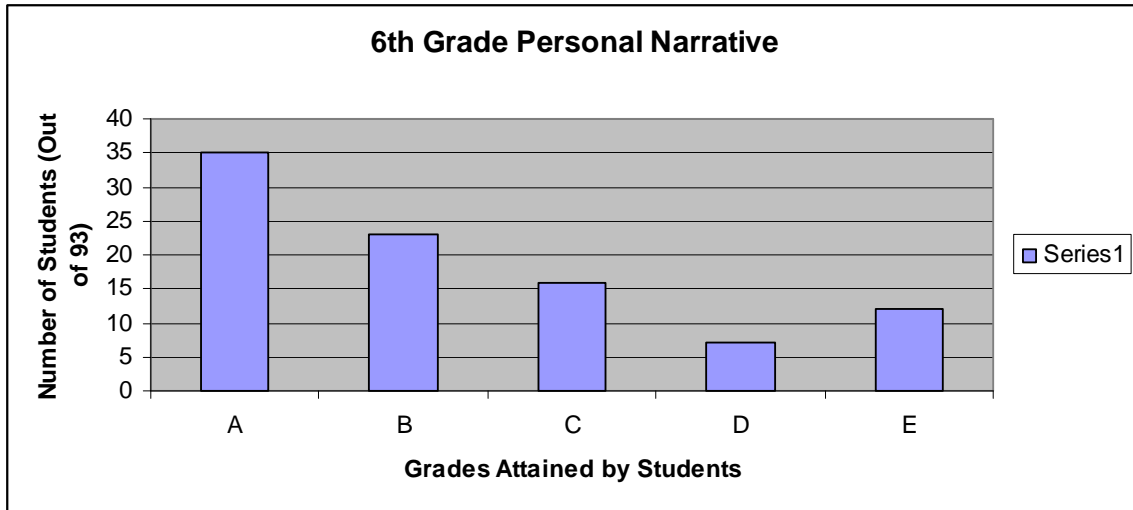


Each year each grade level English teacher picks a writing piece to use as a grade level assessment. In looking at each grade level there has been a slight increase in scores. The scores in the 7<sup>th</sup> grade seem to have the biggest increase with 6<sup>th</sup> and 8<sup>th</sup> grades only posting slight increases.

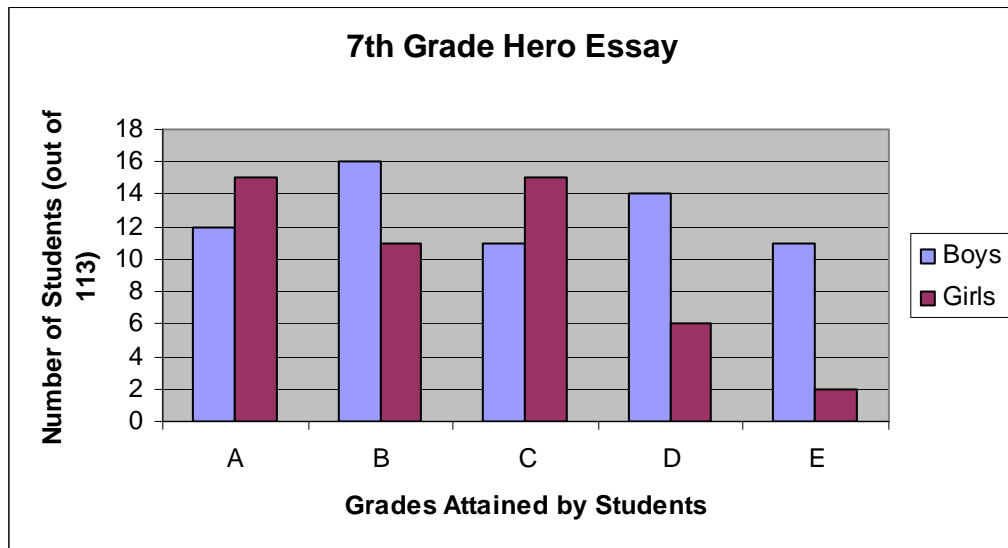


Davis Middle School adopted the Explorer Test in the 8<sup>th</sup> grade. To help students prepare for that, a significant amount of time was given to spelling and grammar lesson at the 8<sup>th</sup> grade level. In both categories there was growth. The ACT practice section showed substantial growth. This growth was brought about with weekly practices of 14 sample questions.

\*\*Neither the spelling program nor the ACT/Explorer Test has been used at Davis for the 3 year data collection minimum.

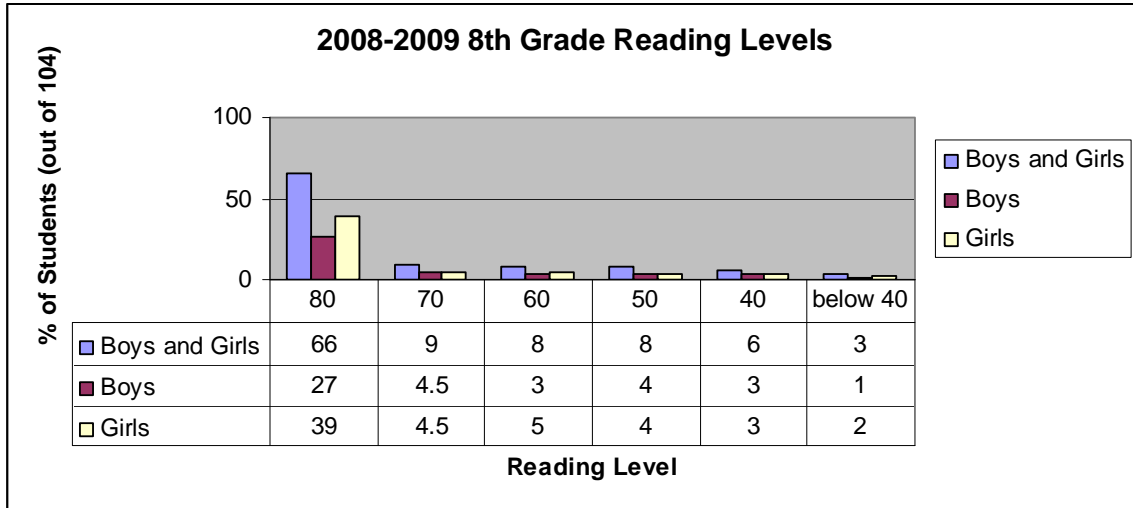


Each year each grade level English teacher picks a writing piece to use as its assessment. This year in 6<sup>th</sup> grade a Personal Narrative was used at the end of the first quarter. This year 80% of the students received an acceptable grade of C or better, while 20% received a substandard grade of D and below.

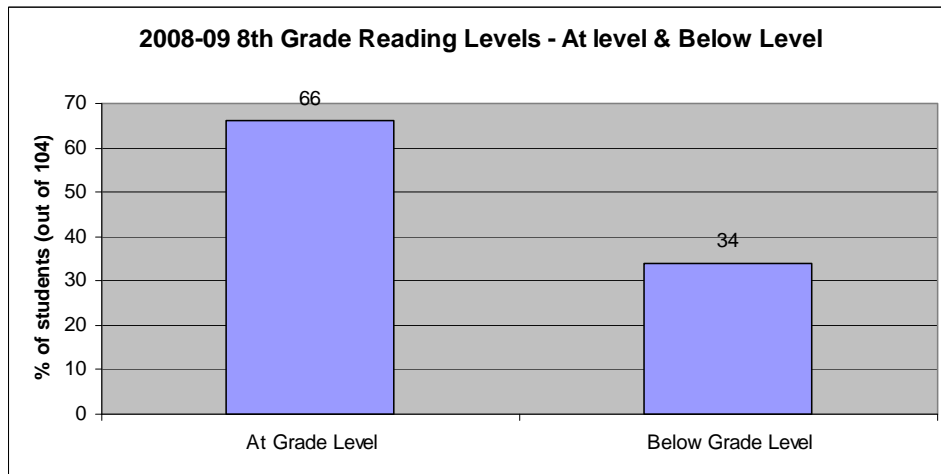


Each year 7<sup>th</sup> grade students write an expository piece on a personal hero. This year the breakdown is as followed: 24% received an A, 23% received a B, 23% received a C, 18% received a D, and 12% received an E. In examining the data 30% (combination of D's and E's) received a less than acceptable grade. Of that 30%, 22% of the students were male.

## DRA ASSESSMENT

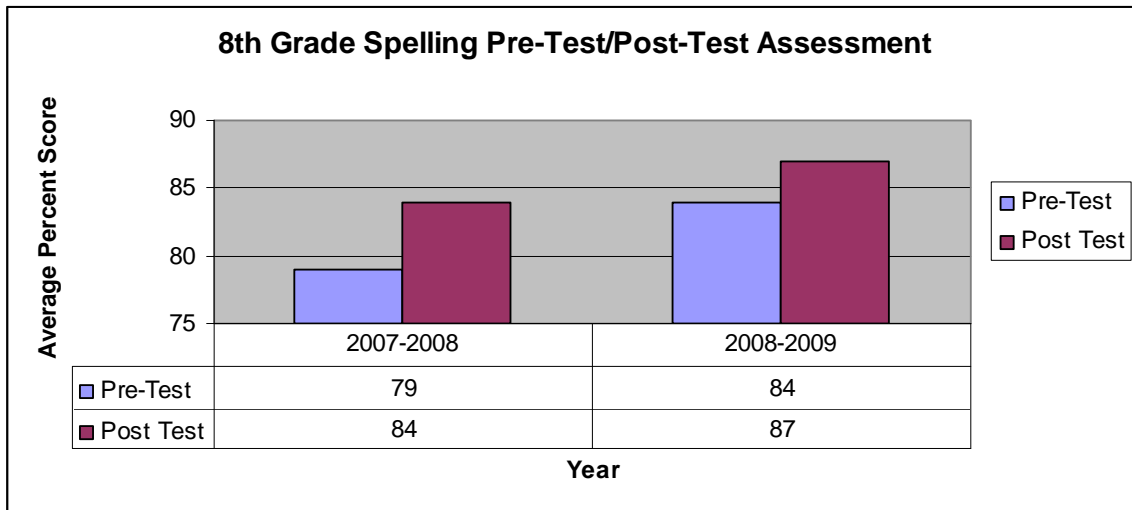


All 8<sup>th</sup> grade students' reading level was tested using the Developmental Reading Assessment (DRA). This assessment tool measures reading levels up to 8<sup>th</sup> grade or level 80.



The results of this assessment indicate that 66% of all 8<sup>th</sup> graders are at grade level, while, 34% of students are below grade level.

For the 2009-2010 school year, 8<sup>th</sup> graders will be tested twice, once at the beginning of the year, and once at the end of the year to measure for growth.

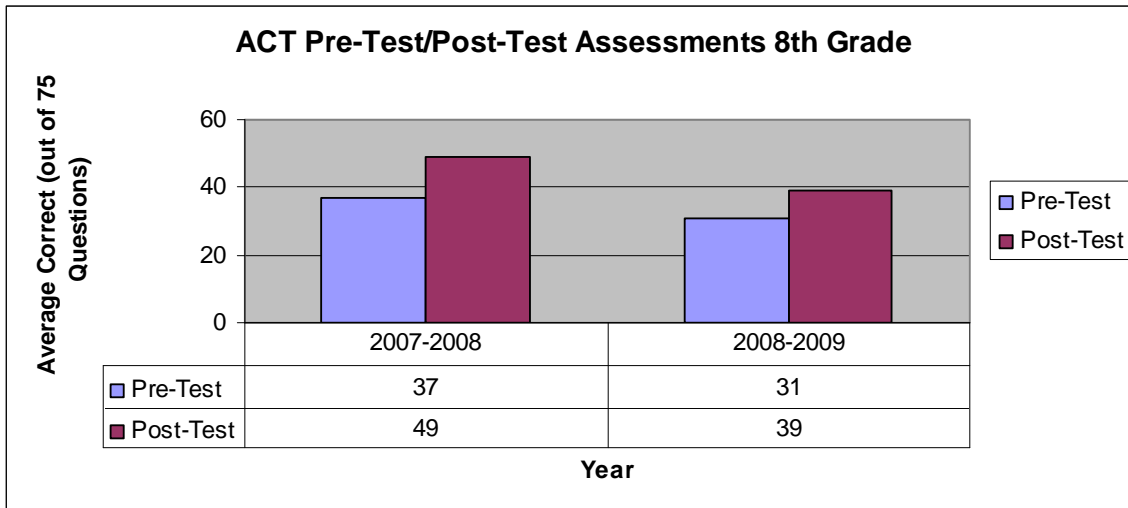


Hillsdale Community Schools adopted Rebecca Sitton’s Spelling Program through 8<sup>th</sup> grade. The 2008-2009 school year represents the 4<sup>th</sup> year the program has been in effect district wide. While there are still improvements in student scores the improvements have not been as substantial.

During the 2007-2008 school year students increased their scores by 5%. During the 2008-2009 school year students started out with a higher percentage than previous, and only increased 3%. While student spelling has increased, there are still spelling issues that need to be addressed.

Some of the spelling issues that still are causing problems for students are:

- there/ their/they’re
- affect/effect
- threw/through
- accept/except
- than/then

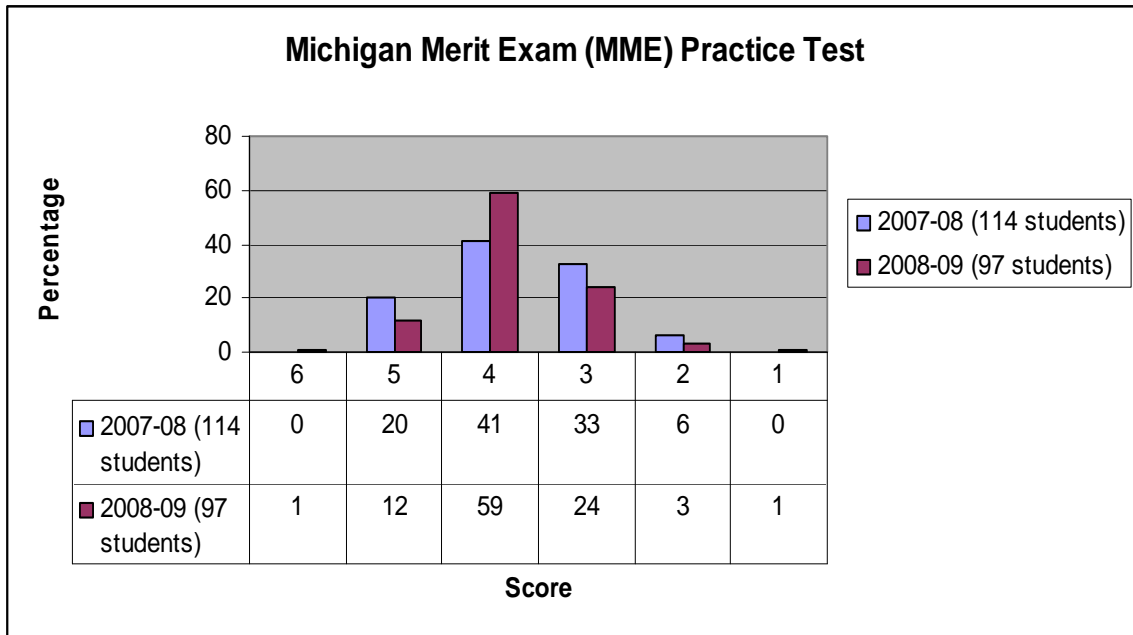


Davis Middle School adopted the Explorer Test for 8<sup>th</sup> graders. To help students prepare for the Explorer Test and subsequently the MME/ACT Test, a significant amount of time was given to ACT prep- specifically the English/Grammar Section.

For the 2007-2008 school year students increased their average score by 12 questions (20%). The ACT conversion for 37 correct questions is a 16, while the conversion for 49 questions correct is an ACT score of 21 (out of 36).

For the 2008-2009 school year students increased their average score by 8 questions (11%). The ACT conversion for 31 correct questions is a 14, while the conversion for 39 questions correct is an ACT score of 17 (out of 36).

Along with the pre and post test students had to analyze the questions they got incorrect on both tests. In examining the results a substantial number of errors were do to improper use of punctuation, specifically: commas, semi-colons and periods. While students have increased their scores both years, punctuation issues still remain a high priority in the English Department.



The Michigan Merit Exam is a high stakes test given to all high school juniors. As early as 8<sup>th</sup> grade, students become familiar with the format. The focus in 8<sup>th</sup> grade is to look at and dissect the rubric for the writing component of the test. Students rewrite the rubric so that they can understand it and then practice times writing before they are assessed for a grade.

All papers are scored on a 6 point scale – which is the same scale that the MME uses. Writing scores of 6,5,4 are passing scores, while scores of 3,2,1 are not passing. The reason that most students did not receive a passing score was detail. The information in the piece was underdeveloped. Continuous work on paragraph development is needed to improve student writing.

MEAP RESULTS GOAL #2: EVERYDAY APPLICATIONS

When we looked at the MEAP results we listed the weak areas according to (Mean Pts./Total Pts.) for areas receiving below a 50%. From these areas we cross-referenced with Social Studies and Science results (MEAP) and localized assessments to focus our list down to a select few. The following are the areas that are being addressed.

**Mathematics 8<sup>th</sup> grade, 7<sup>th</sup> grade, 6<sup>th</sup> grade**

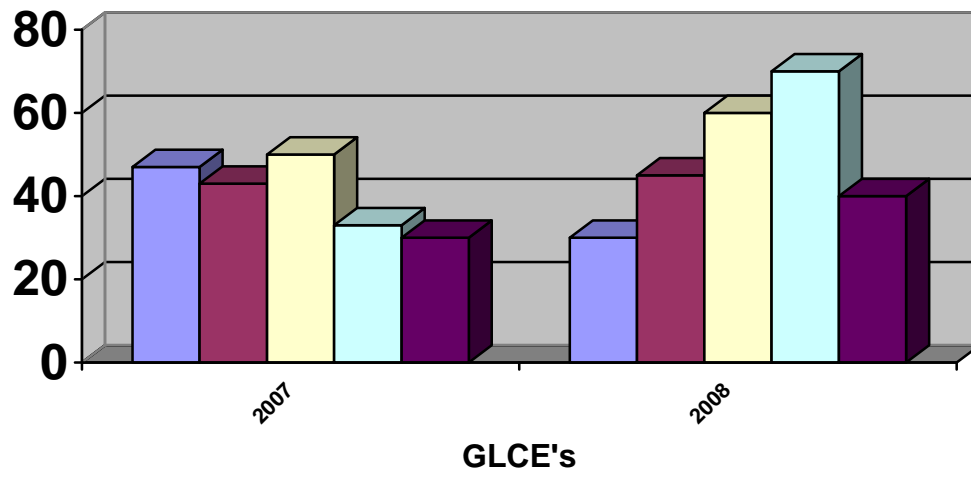
		2007	2008
-Tables and Graphs	A.RP.07.02	1.4/3	0.6/2
-Graph representation	D.RE.07.01	1.3/3	0.9/2
-Box&Whisker Plots	D.AN.07.04	1.5/3	1.2/2
-Conversion Measures	M.UN.06.01	1.0/3	1.4/2
-Mean, Mode	D.AN.05.03	0.9/3	0.8/2

		2007	2008
<b>Science 8<sup>th</sup> grade</b>			
-Measure in metric	C.1.m.4	0.4/1	3.3/7
-Strengths and Weaknesses of claims of data	R.1.m.1	N/A	0.9/2
-Appropriate Units	P.1.m.2	N/A	0.5/1
-Surface Features on maps	E.1.m.1	N/A	0.6/1

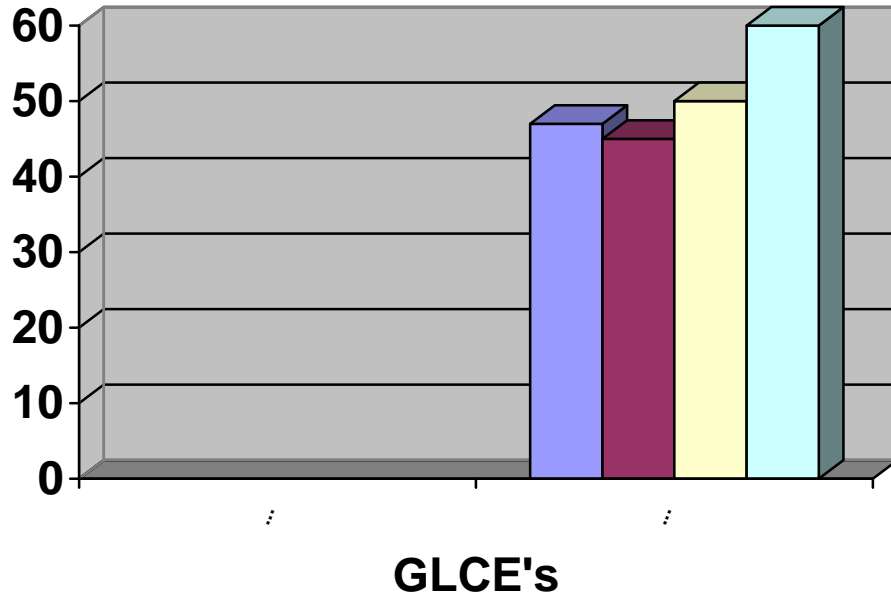
**Social Studies: 6<sup>th</sup> grade**

-Locate/describe major national cultures/communities.	G.1.e.3	1.0/2	1.8/3
-Describe location/use/importance different resources	G.2.e.2	0.6/1	0.5/1
-Describe contemporary Michigan Geography	G.4.e.4	0.8/1	0.7/1
-Describe/compare the geography of major US regions	G.4.e.6	N/A	0.6/1
-Interpret social science information from maps	I.1.e.3	3.3/5	4.2/6

## MEAP Mathematics 6,7,8

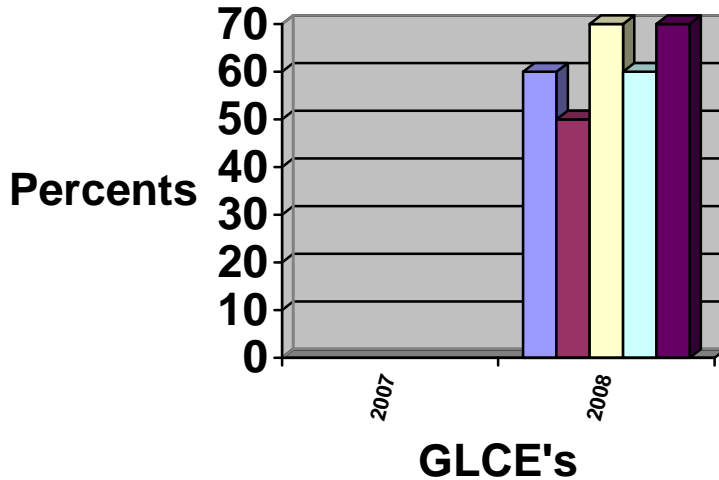


# MEAP Science 8th grade



- Measure in Metric
- Strengths and Weaknesses of claims of data
- Appropriate Units
- Surface Features on maps

## MEAP Social Studies 6th grade



- **Locate and Describe major national cultures/communities**
- **Describe location/use/importance of different resouces**
- **Describe contemporary Michigan Geography**
- **Describe/compare the geography of major US regions**
- **Interpret social science information from maps**

Davis Middle School  
Graphing Assessment Data Summary  
2008-2009

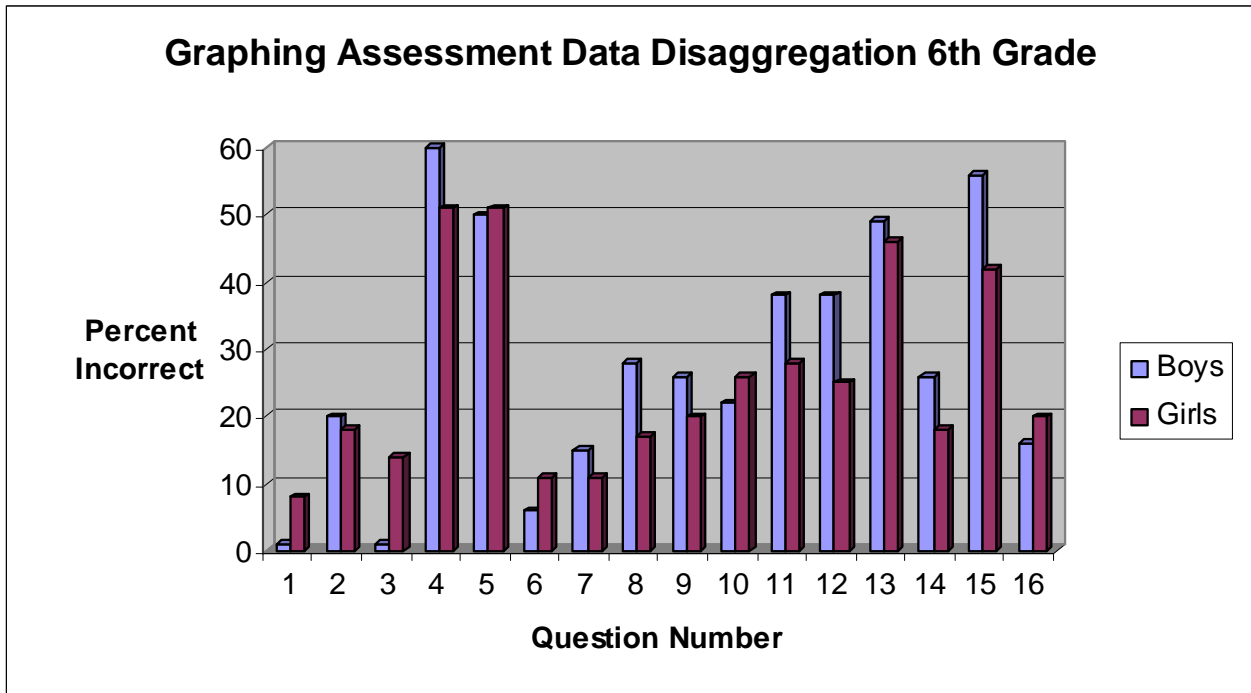
The graphing assessment consisted of sixteen questions related to making, using, and reading graphs correctly. As a whole the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> scored 71 percent on the assessment. The breakdown by grade level was: 6<sup>th</sup> grade 70 percent, 7<sup>th</sup> grade 77 percent and 8<sup>th</sup> grade 66 percent. Each grade level was able to identify the correct type of graph for this assessment which was a line graph<sup>1</sup>. Students were also able to make the correct graph for question 12e which was a line graph. However, all grade levels struggled with labeling the x-axis and y-axis correctly. Students struggled with using the correct units and or labeling the units correctly on their graph<sup>2</sup>. They also had a difficult time explain what the purpose of the graph was in question 5 and with the purpose of the title was from question 4.

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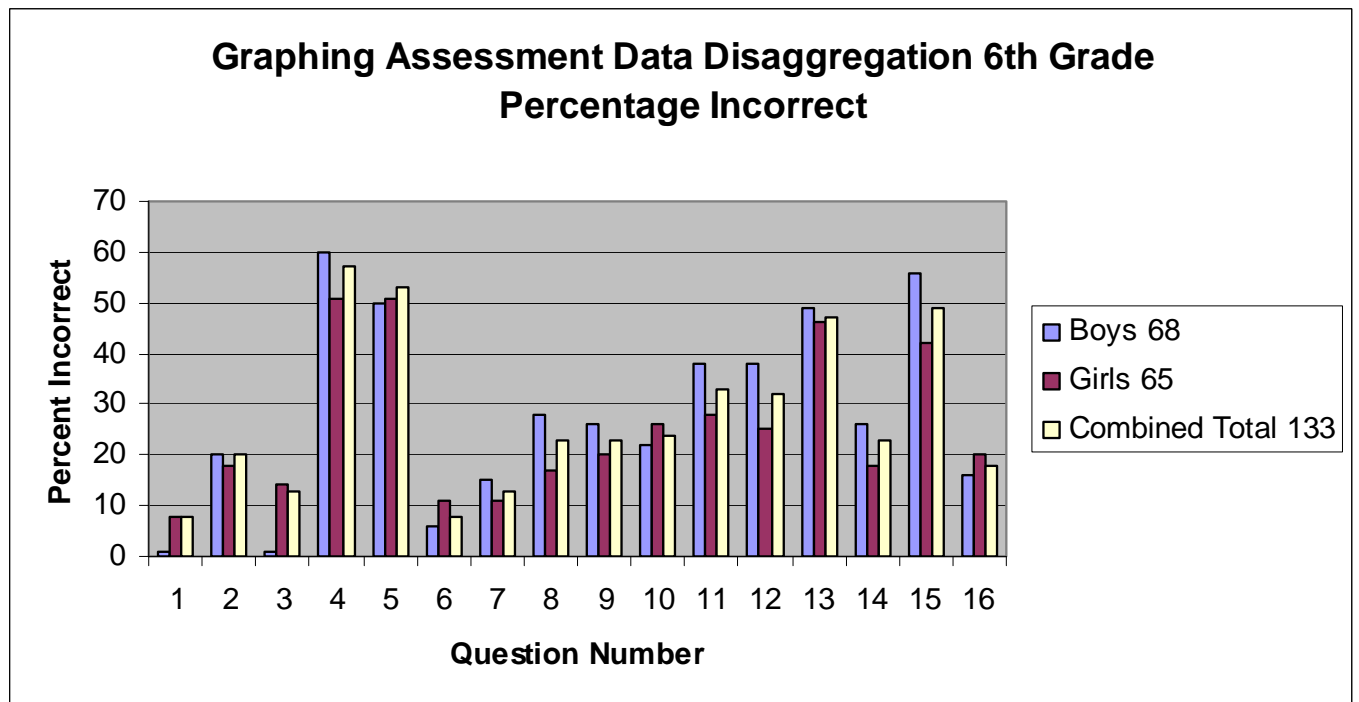
<sup>1</sup> Question numbers 1, 6 and 12e support this.

<sup>2</sup> Question numbers 12b and 12d support this.

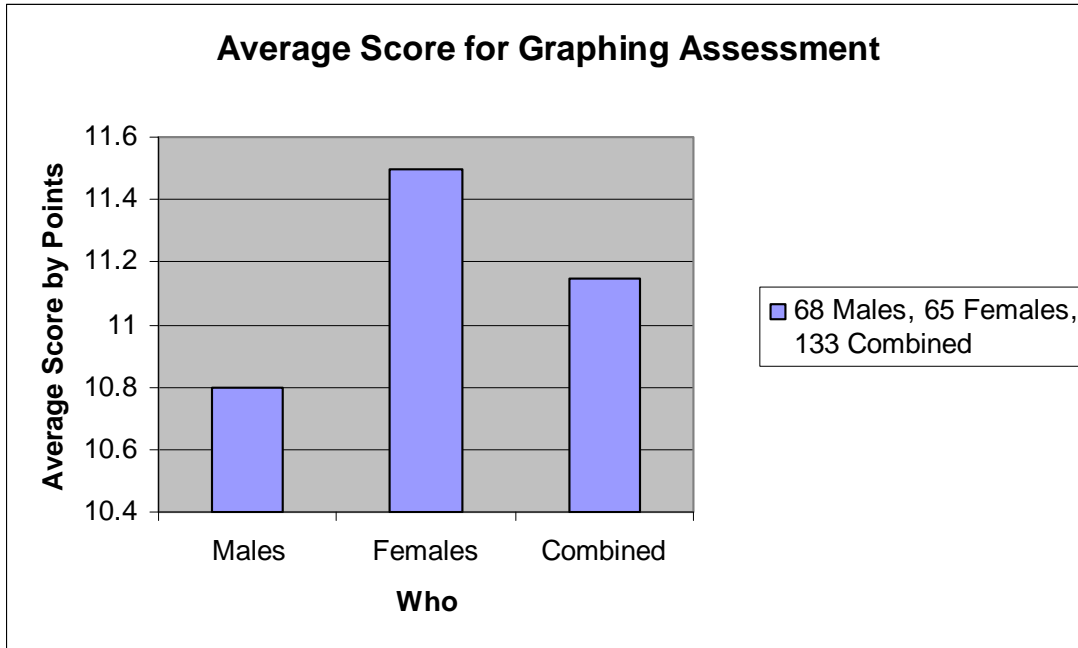
**Davis Middle School**  
**6th Grade Data Disaggregation for Graphing Assessment 2008-09**



This graph represents the percent of Boys/Girls that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.

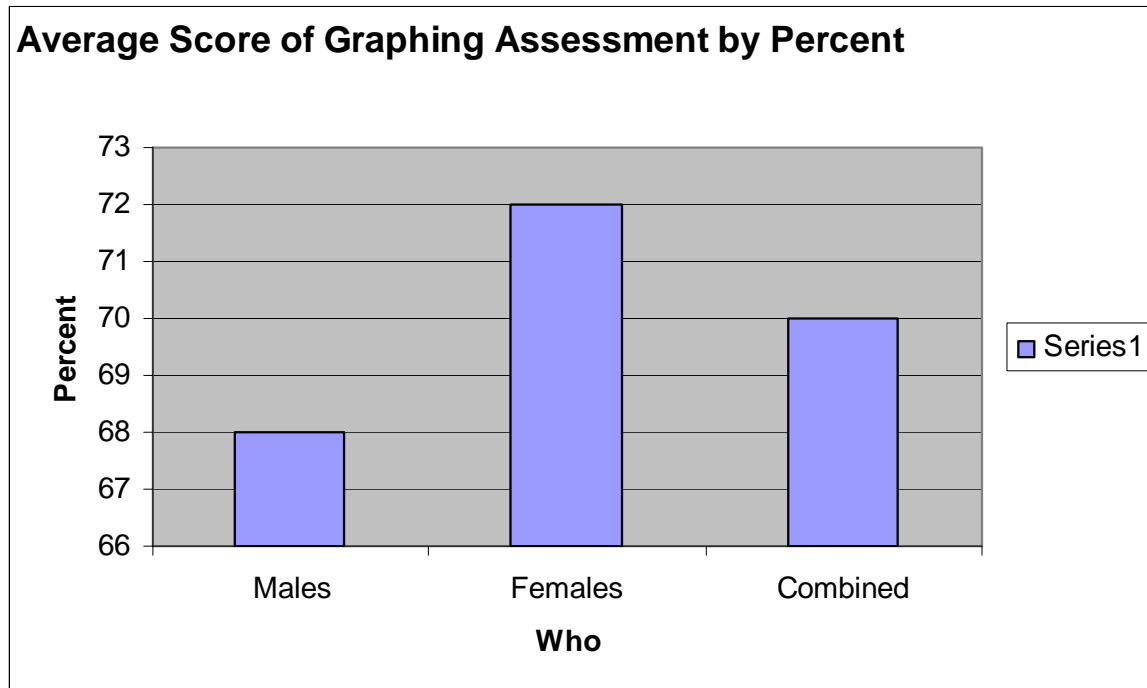


This graph represents the percent of Boys/Girls and the combined that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.



**This graph shows the average scores (16 points possible) for males, females and the combined for the graphing assessment.**

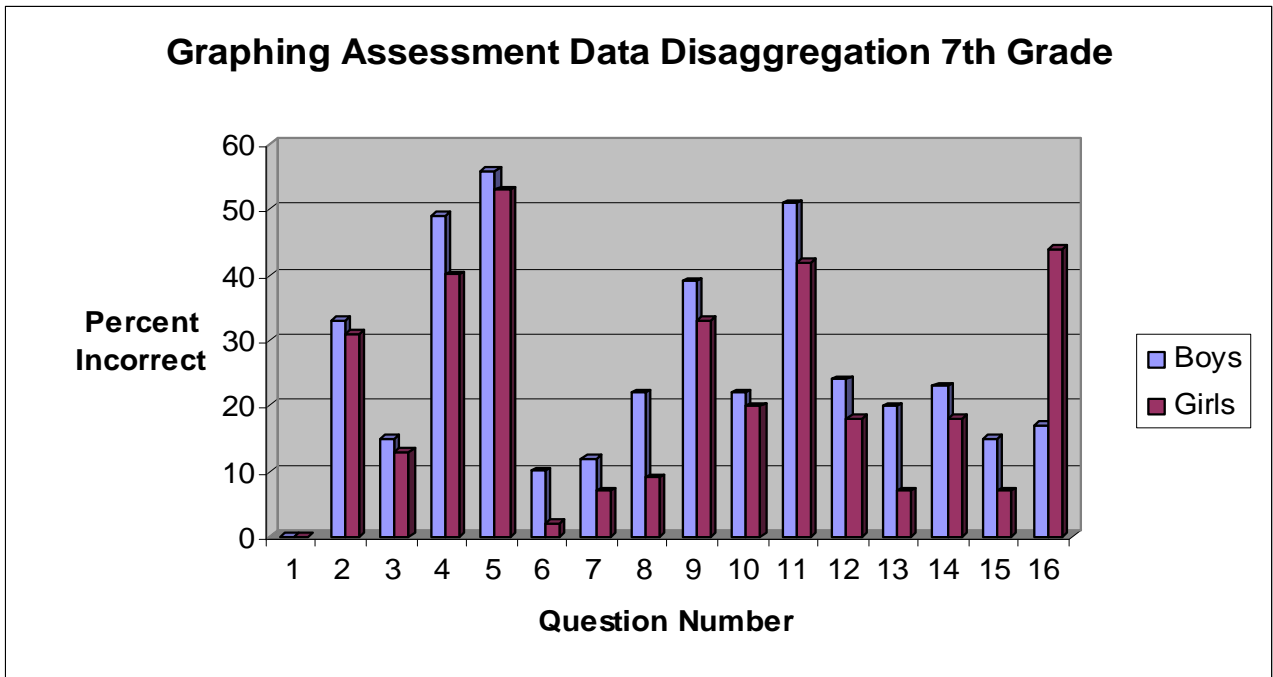
Who	Average Score
Males	10.8
Females	11.5
Combined	11.15



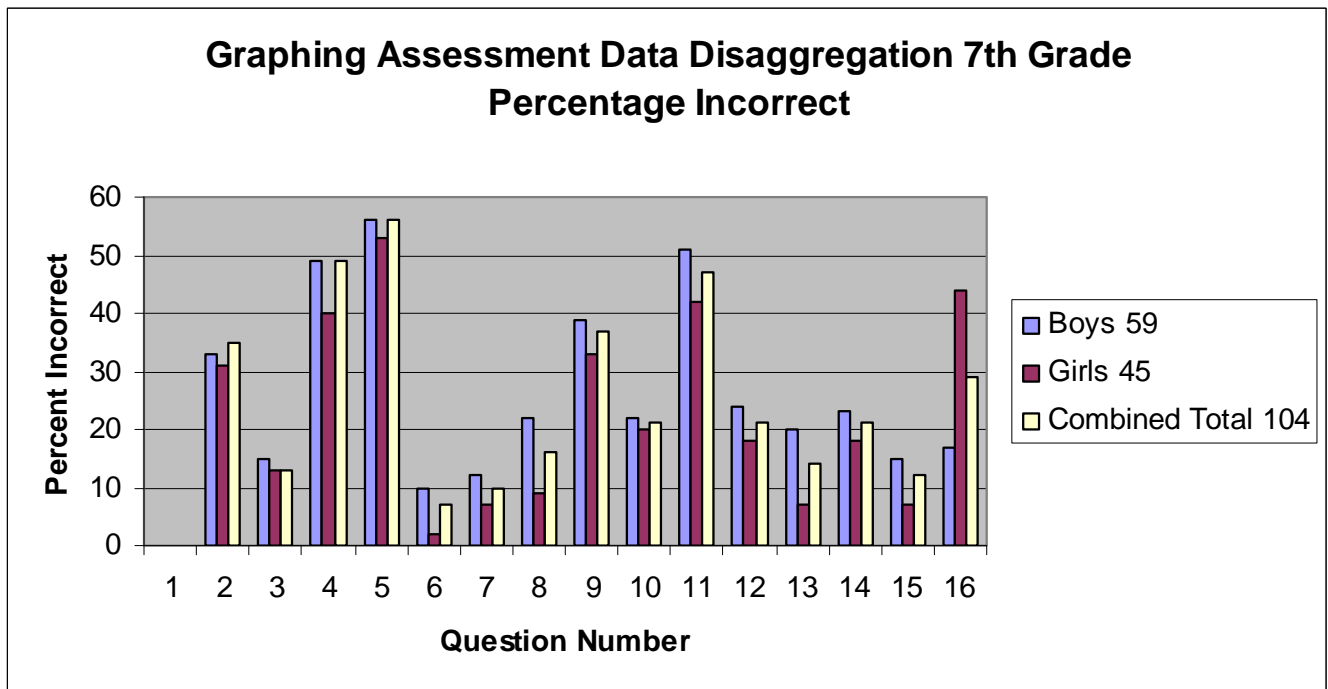
**This graph shows the overall percentage score (16 points possible) for males, females and the combined for the graphing assessment.**

Who	Percent Correct
Males	68
Females	72
Combined	70

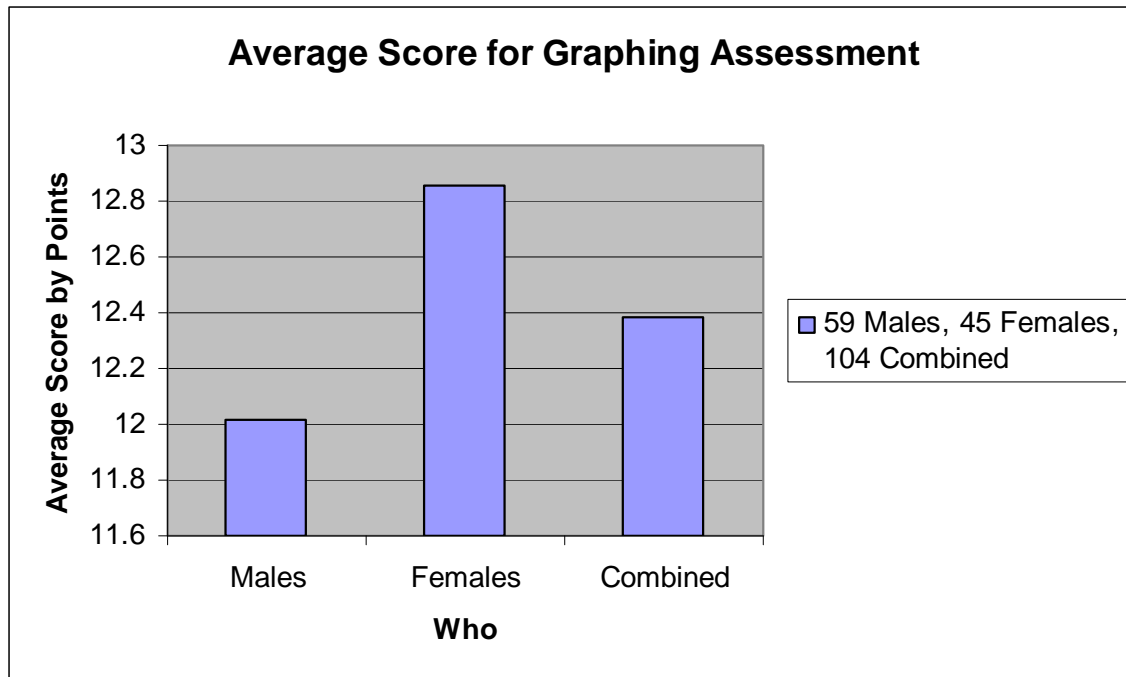
**Davis Middle School  
7th Grade Data Disaggregation for Graphing Assessment 2008-09**



This graph represents the percent of Boys/Girls that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.

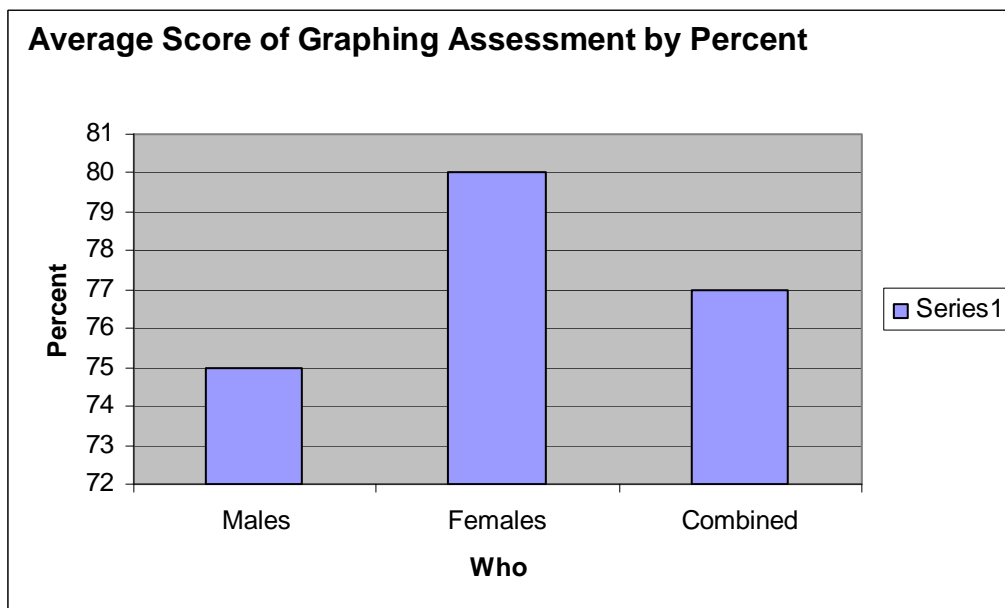


This graph represents the percent of Boys/Girls and the combined that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.



**This graph shows the average scores (16 points possible) for males, females and the combined for the graphing assessment.**

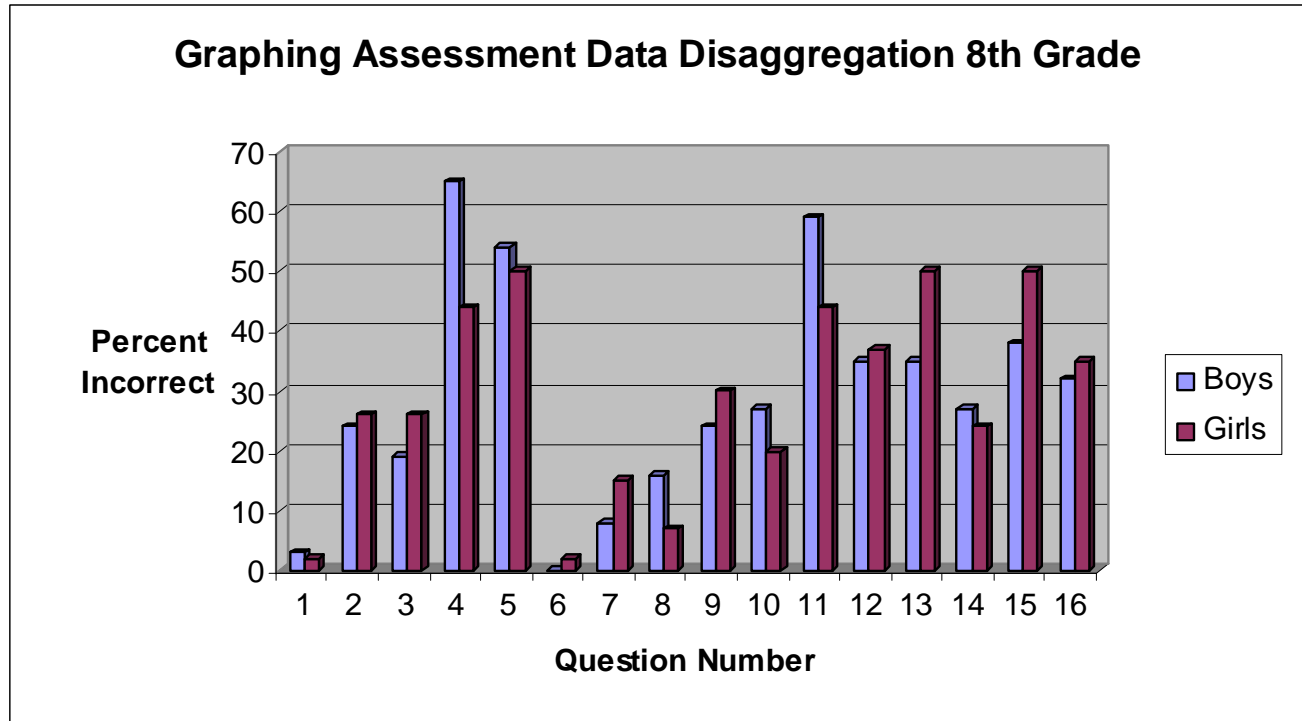
Who	Average Score
Males	12.02
Females	12.86
Combined	12.38



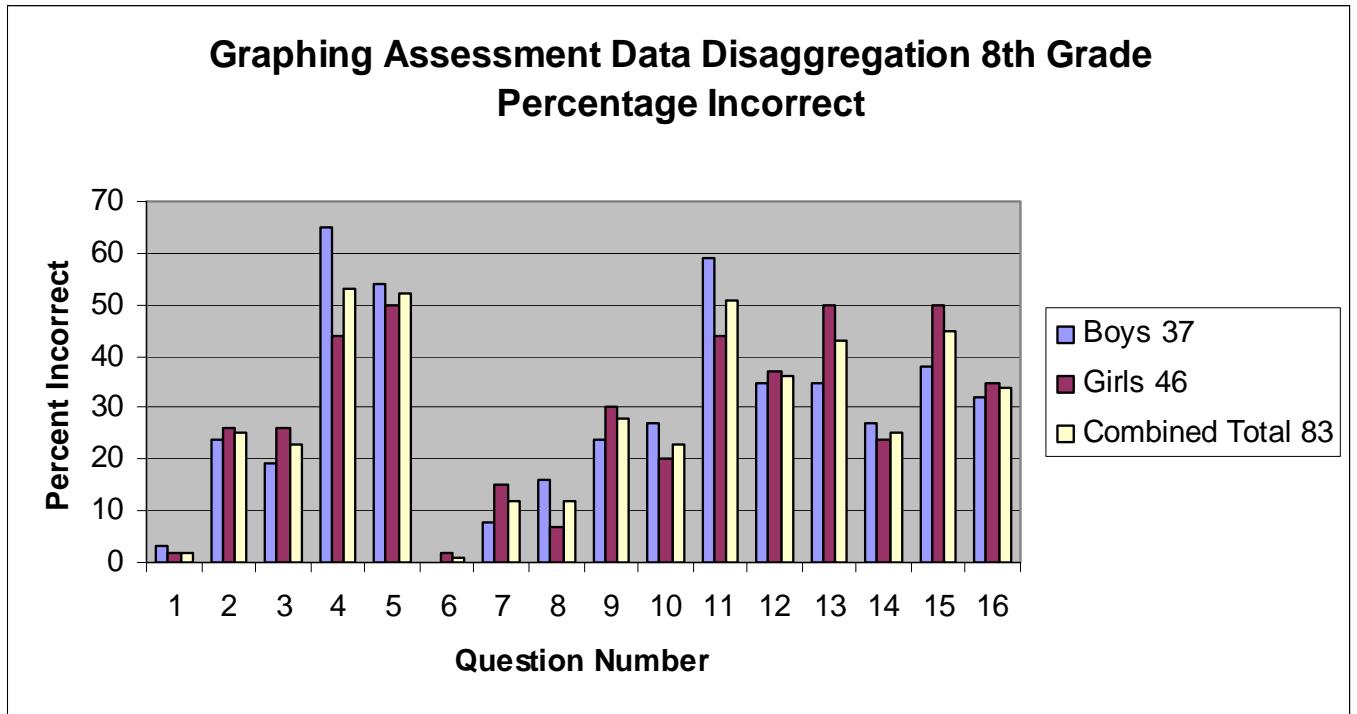
**This graph shows the overall percentage score (16 points possible) for males, females and the combined for the graphing assessment.**

Who	Percent Correct
Males	75
Females	80
Combined	77

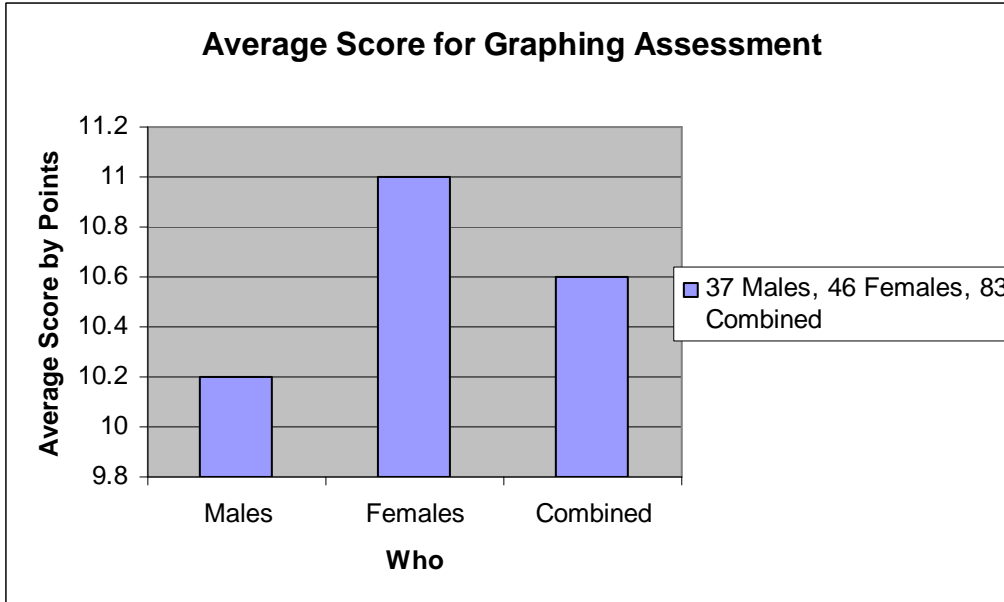
**Davis Middle School**  
**8th Grade Data Disaggregation for Graphing Assessment 2008-09**



**This graph represents the percent of Boys/Girls that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.**

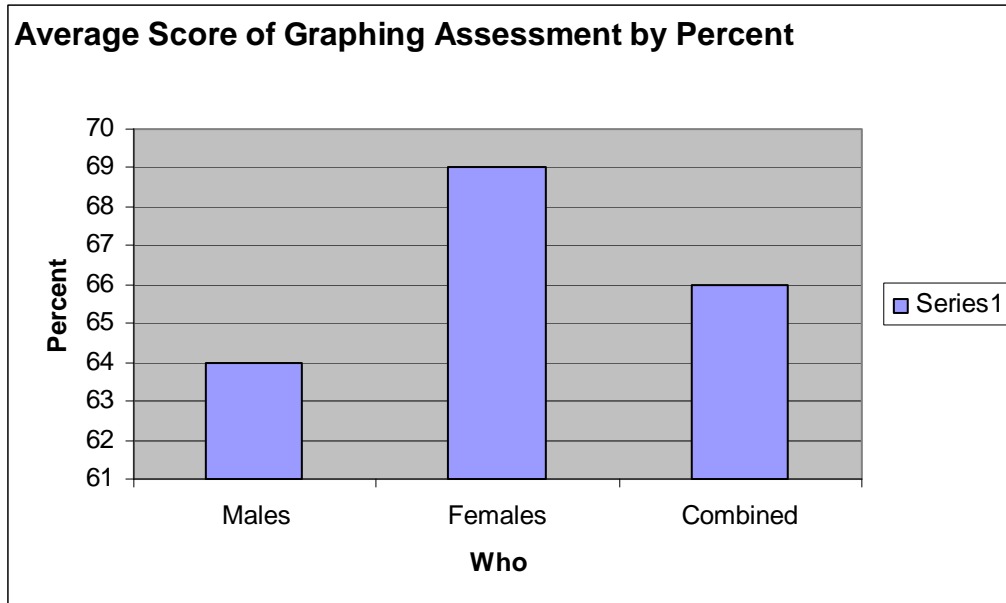


This graph represents the percent of Boys/Girls and the combined that missed questions 1-16 of the graphing assessment. The higher the percent bar means more students missed those particular questions.



This graph shows the average scores (16 points possible) for males, females and the combined for the graphing assessment.

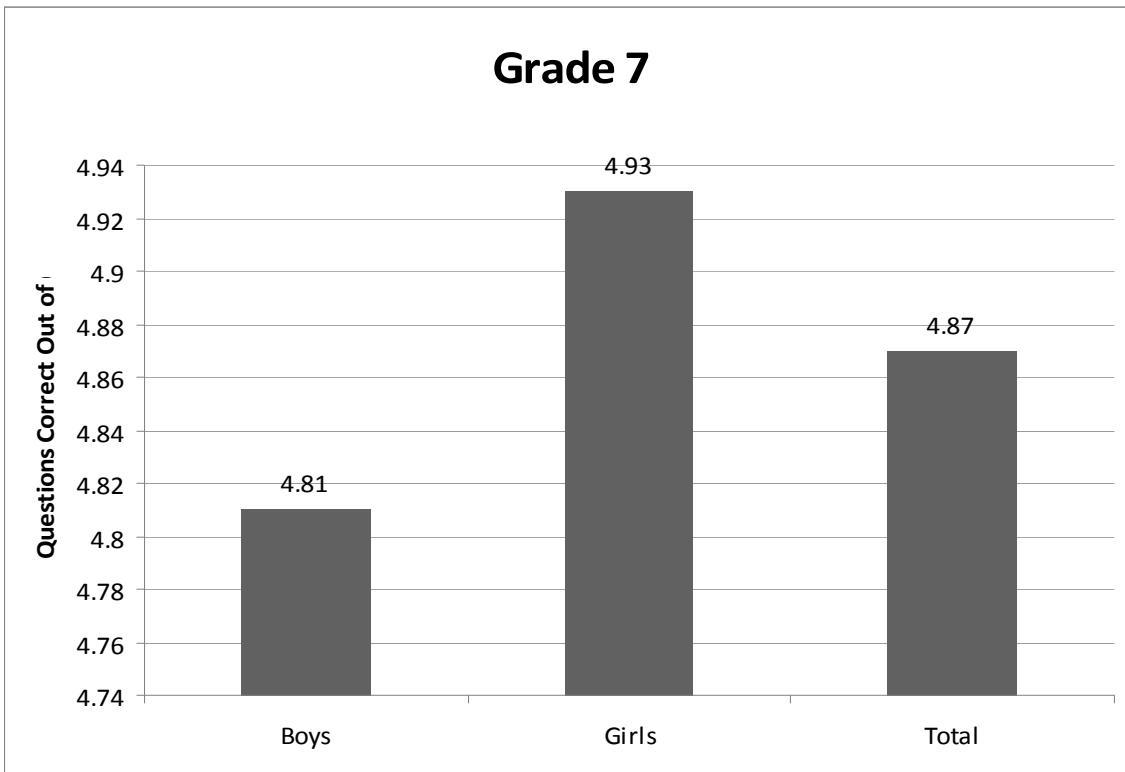
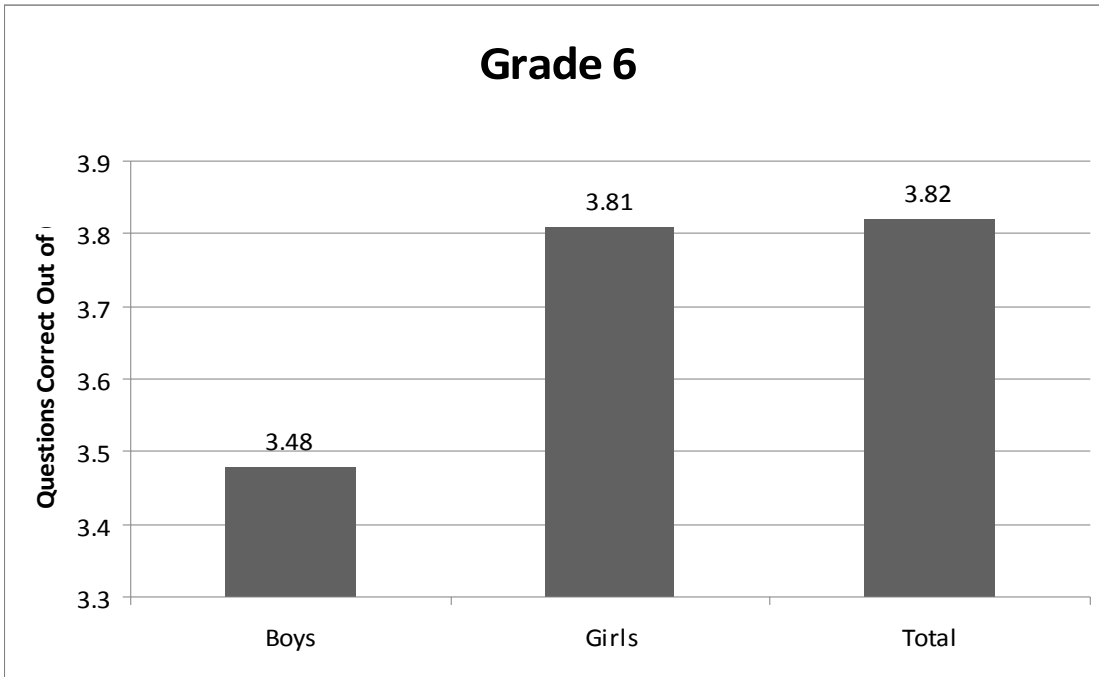
Who	Average Score
Males	10.2
Females	11
Combined	10.6



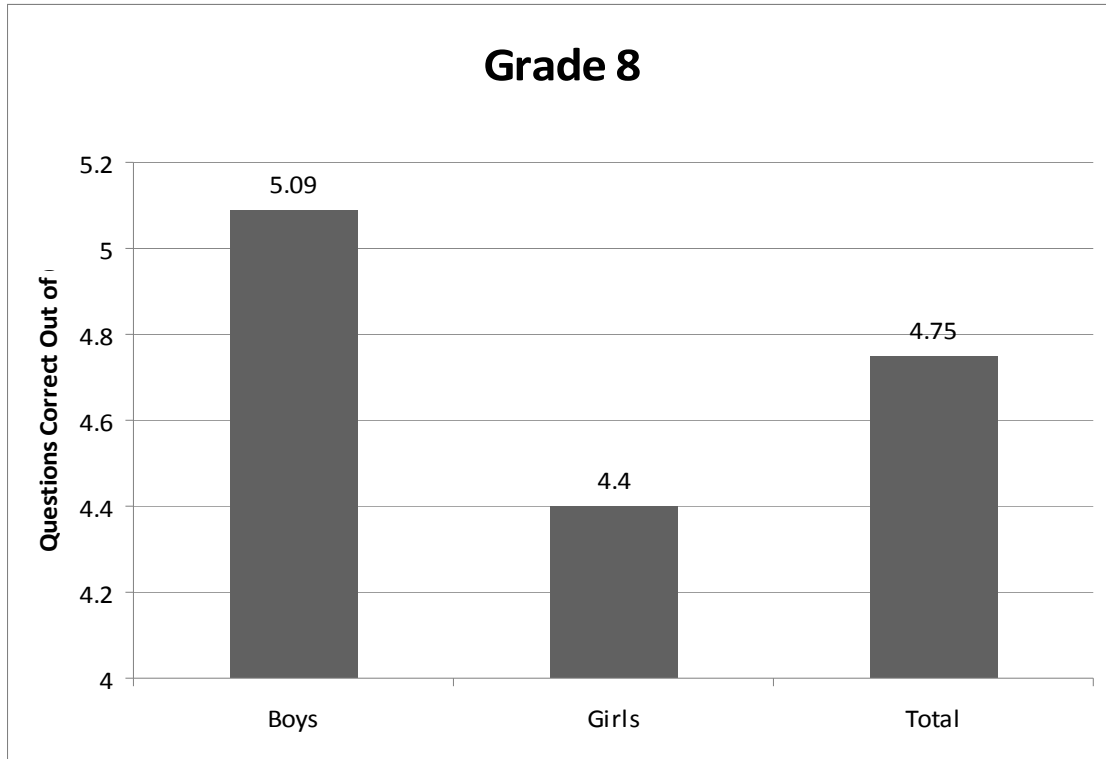
**This graph shows the overall percentage score (16 points possible) for males, females and the combined for the graphing assessment.**

Who	Percent Correct
Males	64
Females	69
Combined	66

# MAP ASSESSMENT RESULTS



## MAP ASSESSMENT RESULTS



Students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes were surveyed on map usage. They were required to identify land forms, use a scale, read a key, and identify specific areas on a map.

8<sup>th</sup> grade students had the highest scores. Map skills continue to be a focus at each grade level.

## **Schoolwide Reform Strategies**

Increase the amount and quality of learning time:

See Action Plan for strategies/interventions

Davis Middle School after school program

Davis Middle School summer school

Teachers tutoring one or two students weekly

Educational assistants working to provide ongoing support for some students and as needed support for other students.

Teacher created intervention plans to guide teachers, educational assistants, and parents in assisting at-risk student.

DMS counselor is available to the middle school students, parents, and staff.

Why Try Program

Advisor/Advisee program

## **Highly Qualified Teachers**

All teachers and educational assistants are highly qualified. The district has the responsibility of hiring only highly-qualified teachers and highly-qualified educational assistants.

## **High Quality Professional Development**

Davis Middle School has a professional development plan for teachers, educational assistants, and administrators working with students. The main goal of staff development is to increase student achievement.

Davis, is meeting state standards for professional development, requires 30 hours of structured professional development.

Our needs assessment guides our professional development schedule. It demonstrates that there is a need for professional development in the academic areas.

## **Parent Involvement**

The district website, [www.hillsdalecommunityschools.org](http://www.hillsdalecommunityschools.org) is the school website where parents are encouraged to visit to learn about upcoming events, view their child's homework, communicate with the teachers and log on, with a personal password to view their child's grades, attendance, and discipline.

Parent-teacher conferences are held in the fall with 51% of the parents in attendance and in the spring with 57% of the parents in attendance. Communication takes place between the teachers and parents on a regular basis with emails, phone calls, and meetings.

PTO is the middle school parent organization that financially supports our agendas, field trips and many other needs of the building and classrooms. A small number of parents attend, although many parents volunteer to help at building events including the athletic events.

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low Achievement on specific areas of the MEAP in Social Studies**

<p><b>Problem/Need:</b> According to the MEAP results from the Fall of 2008 – students struggle with a number of economic concepts.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Focus on lists of vocabulary words as suggested by MEAP site – develop activities to emphasize them. Use vocabulary words more frequently in discussion and assignments.</li> <li>• Seek out professional development focusing on how to meet the State explanation and requirements. Analyze the GLCE’s.</li> <li>• Purchase economic charts by Nystrom or other resource companies as class supplements.</li> <li>• Junior Achievement, “Global Interdependence.”</li> <li>• Add an economics component to projects.</li> </ul>
<p><b>Problem/Need:</b> MEAP – data suggests the students struggle with describing major factors 1626-1877.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use more timelines with students – teacher and student constructed. PD for teachers using timelines.</li> <li>• Utilize new textbook and auxiliary materials.</li> <li>• Use LCD projector to use supplemental materials that come with the new textbooks to expand and support the resources covering the concepts.</li> </ul>
<p><b>Problem/Need:</b> MEAP data suggest students can’t describe major ecosystems and characteristics.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Social studies and science teachers meet to see if they can cover and reinforce this concept. Professional development to reinforce concept with specific activities.</li> <li>• Implement more geography in the curriculum.</li> <li>• More map work relevant to the needs.</li> <li>• Up-to-date maps and atlases as resources to support this concept.</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Social Studies**

<p><b>Problem/Need:</b> Map tests suggest a real weakness in identifying the location of the 50 states – alone with countries around the world.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• More map work</li> <li>• Purchase and use of atlases.</li> <li>• Maps in classroom so the teachers can quickly show the students locations relevant to the lesson.</li> <li>• LCD projectors where we can use Google Earth and other related resources.</li> </ul>
<p><b>Problem/Need:</b> Teachers need to use and teach the meaning of more economic terms.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use Junior Achievement as a resource.</li> <li>• Use economic vocabulary more frequently and give quizzes to check for understanding at least once a month documenting and disaggregating the data to show student needs and growth.</li> <li>• United Streaming videos of economic terms and lessons relevant using the terms.</li> <li>• The sixth grade will add an economic component to the grade level.</li> </ul>
<p><b>Problem/Need:</b> MEAP data suggest students struggle with cultural geography between regions.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use technology to show students images and videos of places they may never get to visit.</li> <li>• Implement United Streaming with PD for staff to use proficiently.</li> </ul>
<p><b>Problem/Need:</b> Social studies pretest data reveals students are weak in geographic knowledge and spatial location of countries</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Use map software purchased with new social studies texts.</li> <li>• Create a map skills project to help students apply map skills practice.</li> <li>• Updated classroom maps, GPS/GIS</li> <li>• United Streaming</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement in math concepts**

<p><b>Problem/Need:</b> 6<sup>th</sup>/8<sup>th</sup> Triangles -Formulas -Scale Factor -Similarity -Interior Angles</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> <li>• Purchase materials to support professional development activities and classroom instruction.</li> </ul>
<p><b>Problem/Need:</b> <b>7th</b> Equations – one step and two equations, variables on both sides of the equations.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Purchase materials to support professional development activities and classroom instruction.</li> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> </ul>
<p><b>Problem/Need:</b> Statistical data - mean -median -mode -range  Relating to real world situations</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Purchase materials to support professional development activities and classroom instruction.</li> <li>• Daily reinforcement through “sponge activities/boardwork.”</li> <li>• <i>Target the instructional materials and strategies that are appropriate for the lowest-performing students.</i></li> <li>• <i>Consistently utilize intervention plans to meet individual academic needs.</i></li> <li>• <i>Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</i></li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Low achievement scores on the Science MEAP**

<p><b>Problem/Need:</b> Teachers are not consistent in teaching and practicing the units of measure between math and science.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Grade level team discussion and whole staff discussion to share strategies for teaching units of measure. Apply effective strategies consistently.</li> <li>• Develop ways to use the vocabulary consistently across the curriculum.</li> </ul>
<p><b>Problem/Need:</b> Interpreting and constructing graphs</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Consistently devote time to basic measurement strategies to teach graph construction and interpretation.</li> <li>• Use hands-on activities and specific lab scenarios to teach set up of graphing.</li> <li>• Use Cognitively Guided Instruction strategies.</li> <li>• PD for staff for consistency with terms and directions</li> </ul>
<p><b>Problem/Need:</b> Population Dynamics</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• More examples of populations and what factors affect them.</li> <li>• Target the instructional materials and strategies that are appropriate for the lowest-performing students.</li> <li>• Consistently utilize intervention plans to meet individual academic needs.</li> <li>• Provide professional development focusing on best practices in meeting needs of economically disadvantaged students.</li> </ul>
<p><b>Problem/Need:</b> Life cycles (specific, plants)</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Review basic terms and functions</li> </ul>

**Profile Focus Area – Curriculum and Instruction**

**Summary of Problem: Problems with proper use of Grammar and Mechanics**

<p><b>Problem/Need:</b> The use of commas and semi-colons are not used properly (or at all )</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Articulation between middle school and elementary school to determine where skill should be introduced.</li> <li>• PD for all staff (to create consistency) on correct use of commas and semi-colons.</li> <li>• Purchase materials to support professional development and classroom instruction</li> </ul>
<p><b>Problem/Need:</b> Teachers are not requiring students to use proper paragraphing in assessing student writing</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Teachers will expect and assess paragraphing on all writing assignments – not just English assignments.</li> <li>• PD for all staff (to create consistency) on correct use of paragraphing.</li> <li>• Purchase materials to support professional development and classroom instruction</li> </ul>
<p><b>Problem/Need:</b> There is a lack of knowledge among students regarding tense agreement in writing.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Articulate between middle school and elementary school to determine where skill should be introduced.</li> <li>• Implement weekly grammar lessons into English curriculum</li> <li>• PD for all staff (to create consistency) on correct use of tense agreements</li> <li>• Purchase materials to support professional development and classroom instruction.</li> </ul>

## Davis Middle School Action Plans

# School Improvement Action Plan

School: Davis Middle School

Subject Area: English Language Arts

<p><b>Goal Statement:</b> All students will become increasingly more proficient in using proper reading and writing skills</p>			
<p><b>Essence (2-3 specific skills):</b></p> <ol style="list-style-type: none"> <li>1. Improved writing skills: use of commas and semicolons, paragraph use, tense agreement</li> <li>2. Improved reading skills specifically informational text</li> <li>3. Inference strategies</li> </ol>			
<p><b>Support Data (used to select the goal):</b></p> <ol style="list-style-type: none"> <li>1. MEAP results</li> <li>2. Local student writing</li> <li>3. Explorer Test</li> <li>4. journal Writing</li> </ol>	<p><b>Standardized Assessments:</b></p> <ol style="list-style-type: none"> <li>1. MEAP</li> <li>2. Explorer Test</li> <li>3. Journals</li> <li>4. Writing assessment at all grade levels</li> </ol>		
<p><b>Strategies and Interventions to meet the goal:</b></p> <ol style="list-style-type: none"> <li>1. Schedule content meeting to address reading and writing skills               <ol style="list-style-type: none"> <li>a. Professional Development for staff</li> </ol> </li> <li>2. Teach specific mini lessons to support skills.</li> <li>3. Teach cues to help students be successful with their writing               <ol style="list-style-type: none"> <li>a. Professional Development for staff</li> </ol> </li> <li>4. Students will practice expository writing at all grade levels.</li> <li>5. Students will practice reading informational text at each grade level.</li> </ol>		<p><b>Research supporting strategies and interventions:</b></p> <p><u>Developing Correctness in Student Writing: Alternatives to the Error Hunt.</u> English Journal 1987.</p> <p><u>Peer Helping Relationships in Urban Schools.</u> ERIC ED 289949.</p> <p><u>Failure Syndrome Students.</u> ERIC ED 419625</p> <p><u>Nine Steps to Success: Teens can Make it Happen.</u> Stedman Graham.</p>	
<p><b>Team Leaders</b></p> <ol style="list-style-type: none"> <li>1. Marcia Leffler</li> <li>2. Laura Wilson</li> <li>3. Donna English</li> <li>4. Judy Wellman</li> <li>5. Betty Griffiths</li> <li>6. Marc Wilson</li> <li>7. Jessica Wiebel</li> </ol>	<p><b>Timeline</b></p> <p>2009-2010 school year</p>	<p><b>Results</b></p> <ol style="list-style-type: none"> <li>1. Teachers will exhibit competency teaching specific applications effectively</li> <li>2. Teachers will continue to disaggregate data to determine specific skill deficiencies and growth.</li> <li>3. Constantly measure progress with the use of pre/post test on specific applications.</li> </ol>	

# School Improvement Action Plan

School: Davis Middle School

Subject Area: Math/Science/Social Studies

<p><b>Goal Statement:</b> All students will become proficient using everyday applications</p>	
<p><b>Essence (2-3 specific skills):</b></p> <ol style="list-style-type: none"> <li>1. Graphs and charts-Students will be able to create and/or interpret graphs and charts</li> <li>2. Maps-Students will develop skills to become proficient at identifying cities, states, countries.</li> <li>3. Students will be able to interpret maps.</li> </ol>	
<p><b>Support Data (used to select the goal):</b></p> <ol style="list-style-type: none"> <li>1. MEAP results</li> <li>2. Localized assessments</li> <li>3. Articulation meeting notes between grade levels.</li> <li>4. Labs &amp; assignments (graphs)</li> <li>5. Measuring</li> </ol>	<p><b>Standardized Assessments:</b></p> <ol style="list-style-type: none"> <li>1. MEAP</li> <li>2. Explorer Test</li> <li>3. Quarterly/semester assessments</li> </ol>
<p><b>Strategies and Interventions to meet the goal:</b></p> <ol style="list-style-type: none"> <li>1. Schedule regular building and content meetings to address specific applications.</li> <li>2. Set up after school sessions to reinforce skills or provide intensive skill building</li> <li>3. PD Time-In-House: Teachers will develop common used strategies (vocabulary, directions) to increase students understanding and achievement on specific applications (example graphs).               <ul style="list-style-type: none"> <li>-PD to increase instructional interventions In regards to everyday applications (for: graphs, maps, charts.)</li> <li>- Michigan council of Social Studies Teachers conference, Michigan Assoc. for Middle School Educators, National Middle School Association Conference, Michigan Council of Teachers of Mathematics, Michigan Association of Computers Users in Learning Technology Conference.</li> </ul> </li> <li>4. All students will be required to produce a data table, along with a graphic representation of the data in the use of scientific method during the Davis Science Fair.               <ul style="list-style-type: none"> <li>-PD Michigan Science Teachers Conference – 4 science teachers and subs - \$1,000.</li> <li>Enhance new GLCE’s support and resources.</li> </ul> </li> </ol>	<p><b>Research supporting strategies and interventions:</b></p> <p><u>Meeting the Standards</u> by Mary E. Haas &amp; Margaret A. Laughlin.</p> <p><u>Best Practices</u> by Steven Zemelman, Daniels, and Hyde.</p>

<p><b>Team Leaders</b></p> <ol style="list-style-type: none"> <li>1. Kirk Putnam</li> <li>2. Keith rushing</li> <li>3. Joanie Peck</li> </ol>	<p><b>Timeline</b></p> <p>2009-2010 school year</p>	<p><b>Results:</b></p> <ol style="list-style-type: none"> <li>1. Consistent measure of progress pre/post test on specific applications.</li> <li>2. Teachers will help implementation of strategies in the classroom</li> <li>3. Teachers will further disaggregate data to determine specific skills deficient.</li> <li>4. teachers will exhibit competency teaching specific applications effectively using the PD Strategies.</li> </ol>
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**Standard Committees:** Each committee focused on identifying and collecting documentation and data to support the specific standard. The committees will continue collecting evidence, ready for a QAR (Quality Assurance Review) visit in 2012.

**DAVIS MIDDLE SCHOOL  
PROFESSIONAL DEVELOPMENT  
2009-2010-SCHOOL YEAR**

MAMSE – Middle School Conference – 4 staff to attend plus subs - \$1,000.  
Focus on middle school strategies and interventions for the adolescent learner.

Michigan Music Conference – January 2010. 2 staff members, cost: \$500 plus subs (conference, room)

University of Michigan Physical Education Workshop  
Held in December and the cost is somewhere between \$55.00-\$100.00 total plus sub.

MACUL Technology Conference. Technology offerings and options that we can use implementing resources into the classrooms. Insights on what technology resources are available. 2-4 teachers attending plus subs. ( Conference - \$180, Hotel:\$250, Sub: \$200,additional \$50) per teacher.

Michigan Science Teachers Conference 4 science teachers plus subs - \$1,000.

MCTM – Michigan Council of Teachers of Mathematics Conference – 2 math teachers plus subs - \$500

NCA Fall Conference to be held. 2-4 teachers attending, plus subs.  
School Improvement chairs and staff to attend workshops to further their understanding of the process and identify strategies and interventions for student success.

Conference registration	Substitutes	Rooms
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Science Olympiad Coaches Clinic: Cost: \$120 conference, \$109 room, \$100 Sub.  
1 teacher

MCTE (Michigan Council of Teachers of English) Autumn Assembly  
Support and enhance teaching strategies.  
4 teachers  
October 30, 2009 Lansing MI  
Cost 165.00 per person plus sub pay

MCSS (Michigan Council of Social Studies) conference. Conference \$160, 2 day conference  
2-4 teachers plus substitutes  
Focus on maps, economic concepts.

Six Trait Writing Workshop  
5 teachers \$50-\$100 registration plus subs

Using Data to Improve Student Learning  
4-6 teachers \$100-\$200 per teacher plus sub.

Reading Apprenticeship- Strategic Literacy Initiative  
Supporting adolescent readers in the content area.  
Macomb ISD  
4 days, 3-4 teachers \$250 per teacher plus sub.