

KMS
School Plan Retreat
July 13th-14th, 2010



2010-11 Retreat Team

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Helpful Terminology

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Terms	Definition/Explanation
6+1 Trait Writing	<p>The 6+1 Traits is an analytical writing system developed for teachers and students to instruct and assess important components of skillful writing.</p> <p>The traits are:</p> <ul style="list-style-type: none"> Voice: The personal tone and flavor of the author's message. Ideas: The heart of the message. Organization: The internal structure of the piece. Word Choice: The vocabulary chosen to convey meaning. Sentence Fluency: The rhythm and flow of the language. Conventions: The mechanical correctness. Presentation: How the writing actually looks on the page.
7 Habits of Highly Effective Teens	<p>In the <i>7 Habits of Highly Effective Teens</i>, Sean Covey provides a step-by-step guide to help teens improve their self image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more.</p> <ul style="list-style-type: none"> Habit 1: Be Proactive Habit 2: Begin with the End in Mind Habit 3: Put First Things First Habit 4: Think Win-Win Habit 5: Seek First to Understand, Then to Be Understood Habit 6: Synergize Habit 7: Sharpen the Saw
B.L.A.S.T.	<p>"Boys Learning Achieving Success Together" - In 6th, 7th and 8th grade we offer B.L.A.S.T. (formerly known as the "Gender Block") in which we blocked two periods together for instruction in social studies and reading. The intent of the program is to build positive relationships with and among the boys, develop positive leadership potential and increase each individual boy's academic success in an atmosphere that is safe to take risks in and free of distractions.</p>
B.L.T.	<p>"Building Leadership Team" - The school B.L.T. is a site-based management team that has representation for all stakeholders including: parents, teachers (from each team), students (KMS Student Council President), support staff and the principal. The B.L.T. meets on the first Monday of each month (unless adjusted due to school calendar) after school. Major areas of decisions include: community report card, curriculum, facility decisions, fiscal decisions, public relations, school/site team structure, staffing, staff development, student decisions, student achievement, tactical planning relating to school plan, and time decisions.</p>
B.O.C.	<p>"Building Operation Committee" - A standing subcommittee of staff responsible for making recommendations to the B.L.T. concerning organizational or procedural issues within the building.</p>
Brain-Based Learning	<p>Brain-based learning/education is the purposeful engagement of teaching strategies based on neuroscience principles. By applying brain-based learning techniques as a teacher or educator you will teach your students on a deeper and more meaningful level.</p>
C.R.T.	<p>"Collaborative Resource Team" - A resource team of staff and parents to review progress, solicit needs and provide resources to K.M.S. staff enhancing the efforts for a collaborative instructional delivery model.</p>
Committee of Correspondence	<p>A short-term subcommittee made up of all interested staff members which uses a problem-solving process to identify concerns and possible solutions related to a single issue, resulting in recommendations to the B.L.T.</p>
Consensus	<p>Finding a proposal acceptable enough that all members can support it and that no member opposes it.</p>
Curriculum Mapper	<p>Curriculum Mapper® is a powerful online tool that simplifies the mapping process. Curriculum mapping is a system that thematically aligns assessment, curriculum, and instruction. A curriculum map is useful in:</p> <ul style="list-style-type: none"> • Helping teachers understand what is taught and when in all subject areas and all grades. • Assisting teachers in creating unified interdisciplinary units that foster students' understanding of concepts, ideas, and activities across many subject areas. • A process that fosters conversation about curriculum and instruction among all faculty members. • Assisting teachers in reflecting upon and adjusting their own lesson units during the school year.

Terminology Continued

Terminology Continued

Terms	Definition/Explanation
Differentiated Instruction	Instead of expecting learners to adjust to the lessons teachers planned, teachers need to plan their lessons to adjust to the learners at hand. To do this effectively, teachers need to understand and know their learners, including their learners' current skill levels, strengths and challenges, interests and preferences, and needs and goals. The challenge is for teachers to ensure that the needs of all learners are equally valued and equally served. It is an approach that enables teachers to plan strategically to meet the needs of every student.
E.D.N.A.	Refers to the different styles of writing: "E" - Expository "D" - Descriptive "N" - Narrative "A" - Argumentative (Persuasive)
Embedded Practices	These are practices well entrenched within our daily practices. The practice may have previously been part of a school improvement process/task, but is no longer identified on the School Plan, as it has evolved to part of the natural effort completed as a school community.
FISH Philosophy	<i>FISH!</i> provides the process, tools and language to generate the skills necessary to design our school's culture to be one of inspiration, creativity and innovation. <i>FISH!</i> creates a common language that will help improve our culture by using four simple practices – Play, Make Their Day, Be There, and Choose Your Attitude . <i>FISH!</i> is an ongoing journey that allows our school community to care about each other and their commitments.
Homework & Grading Committee	This committee is a newly formed study team. It includes a teacher from each grade, a coordinated arts teacher and the principal. The group began meeting during the 2007-08 school year to help our school arrive at our "purpose" for homework and grading. The ultimate questions that are at the foundation for this study team are: -What are the principles on which your homework and grading practices are based? -What were or are the main influences on your grading principles & practices? -How do these compare with other teachers at our school?
"K.M.S."	"K.M.S." is a newly formed class which is available due to Title 1 funds. There are two sections at each grade level that are offered during the Coordinated Arts block of classes. Students involved in the "K.M.S." class were identified based on achieving a "minimal" or "basic" proficiency on the most recent W.K.C.E. in the areas of reading, mathematics and language.
K-12 Communication Arts Committee	A district-wide committee that is in the process of creating biannual district writing assessments and a seamless language arts curriculum.
Love and Logic	<i>Love and Logic</i> is a philosophy of raising and teaching children which allows adults to be happier, empowered, and more skilled in the interactions with children. "Love" allows children to grow through their mistakes and "Logic" allows children to live with the consequences of their choices. <i>Love and Logic</i> is a way of working with children that puts parents and teachers in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences.
Making Connections	A co-curricular program with the goal to promote an inclusive setting beyond the classroom environment that may foster: communication skills between general and special education students, an appreciation of diversity, cultivating leisure activities, and building collaboration skills to work toward a connection between school and community.
Monthly Collaboration Meetings	Each month, teachers who share in the same subject at the respective grade level meet to discuss practices, resources, assessment strategies and student learning. There is a Collaboration Schedule, which is included in the School Plan document, and it is the expectation that staff attend each meeting. Staff members who teach multiple subjects are to participate in each Monthly Collaboration Meeting.
New Teacher Project	Staff Induction is an integral part of the Germantown New Teacher Project. One of the primary goals of our Staff Induction Program is to provide support and encouragement for our new educators and to acclimate them to the district's mission, goals, and strategic plan. The Germantown School District, in partnership with Cardinal Stritch University, is a member of the Southeast Wisconsin New Teacher Project (SEWNTP).

Terminology Continued

Terminology Continued

Terms	Definition/Explanation
P.A.L.S.	“Partners Aligned for Learning at School” - A site specific mentoring initiative. P.A.L.S. is a program that matches volunteers with children who are in need of academic assistance and/or social development. The P.A.L.S. initiative is founded on the practices outlined in multiple resources regarding "Building a Professional Learning Community" such as the work of Rick DuFour.
P.T.A.	"Parent/Teacher Association" - The mission of P.T.A. is 3-fold: <ol style="list-style-type: none"> (1) To support & speak on behalf of children & youth in the schools, in the community & before governmental agencies. (2) To assist parents in developing the skills they need to raise children. (3) To encourage parent & public involvement in schools. The Kennedy P.T.A. meets on the first Tuesday of each month, typically starting at 7:00 P.M. in the Gold Activity Center. The P.T.A. President, or a designee from the executive board of the P.T.A., is a representative on the K.M.S. Building Leadership Team.
R.t.I.	“Response to Intervention” - R.T.I. integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With R.T.I., schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.
Safe Culture Committee	The Safe Culture Committee is working to develop Curriculum Maps that align with Safe Culture initiatives in the building. Parameters of these educational opportunities include offerings related to bullying, tolerance, respect for diversity, personal well-being and other safe culture related topics. Scope and sequence of current programming was developed for each respective grade level and coordinated arts. Each curriculum map also outlines if the initiative is done as an entire grade level or just house specific. The Safe Culture Committee is focuses on various targets, such as: <ul style="list-style-type: none"> * Increase the relevance of activities into the "Natural" curriculum (as opposed to "Drop In" programming). * Add consistency and continuity of offerings for "All" students. * Establish further programming and presenters as sponsored by the KMS PTA. * Continue to Update the Parent Resource Center in the Blue IMC with materials regarding Safe Culture topics
S.R.O.	“School Resource Officer” - The S.R.O. program places a police officer in the middle and high schools with the goal of creating and maintaining a safe, secure, and orderly learning environment for students and staff.
S.M.A.R.T. Goals	The acronym S.M.A.R.T. (with a number of slightly different variations) can be used to provide a more comprehensive definition for goal setting. <ul style="list-style-type: none"> S - specific, significant, stretching M - measurable, meaningful, motivational A - agreed upon, attainable, achievable, acceptable, action-oriented R - realistic, relevant, reasonable, rewarding, results-oriented T - time-based, timely, tangible, trackable
S.P.A.R.	“Students Potentially at Risk” – S.P.A.R. students may be at risk of NOT being either “Proficient” or “Advanced” based on the W.K.C.E. by the time they exit as 8 th graders. The S.P.A.R. students are monitored longitudinally and data is gathered from 4 th through 8 th grade. This data is used to develop targets for Goal 1 of the School Improvement Plan.
Standards-Referenced Curriculum	Curriculum is based on state standards and benchmarks or “what we want students to know and be able to do” in all content areas.
Student Council	The mission of the K.M.S. Student Council is to foster school spirit, unity and pride through a variety of both school and community activities. Students will also learn about government through the use of parliamentary procedure.
T-Drive	"T-Drive" is found on the district's network, and is a unique file for K.M.S. that is the location for many resources and tools that support staff. Examples of information on the "T-Drive" are: B.L.T. Minutes & Agendas, Staff Handbook Information, Faculty Meeting Agendas, Data Sources for School Improvement, Student Information Profiles, etc.
W.K.C.E.	“Wisconsin Knowledge and Concepts Examination” - Beginning in the 2005-06 school year, the federal No Child Left Behind Act required all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under s.118.30 Wis. Stats.). Student performance on these assessments is reported in proficiency categories and used to determine the adequate yearly progress of students at the school, district and state levels. These standardized tests are designed to measure Wisconsin academic standards.
Vertical Team (6th – 8th Grades)	A group of 6th, 7th and 8th grade teachers in a given content area who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills for success. K.M.S. has the following Vertical Teams: Reading/L.A., Math, Science and Social Studies. The team meets once a quarter for a half day.

Germantown School District

SYSTEM PRIORITIES 2010-2011

<p>Enhancing Teaching and Learning</p> <ul style="list-style-type: none"> • Utilize trainer of trainers model for RtI (Response to Intervention) implementation • Provide universal screener training to all teaching staff and monitor the use of interventions • Develop common course/grade level standards • Provide SIMS (Student Information Management System) training to all teaching staff • Enhance cultural sensitivity training as a response to disproportionality 	<p>Developing People and Partnerships</p> <ul style="list-style-type: none"> • Foster School Board and Leadership Team learning regarding continuous improvement framework • Implement a rotating School Board meeting schedule • Develop implementation plan for improving graduation rate • Implement Leadership Team participation in a variety of community groups
<p>Providing Quality Leadership</p> <ul style="list-style-type: none"> • Develop long-range financial strategy for meeting long-term obligations, such as OPEB (Other Post-Employment Benefits) • Complete Strategic Planning • Conduct a study of collaboration time • Pursue Wisconsin Center for Performance Excellence training for Leadership Team • Build Leadership Team capacity through Danielson Framework training 	<p>Continuing to Improve Services and Operations</p> <ul style="list-style-type: none"> • Enhance district website content • Pilot conversion to VOIP (Voice over IP) phone technology at GHS • Continue conversion to Skyward software • Implement Alert Now • Increase staff retention • Develop green initiative recommendation

KMS Mission:

The Kennedy Middle School Mission is to...

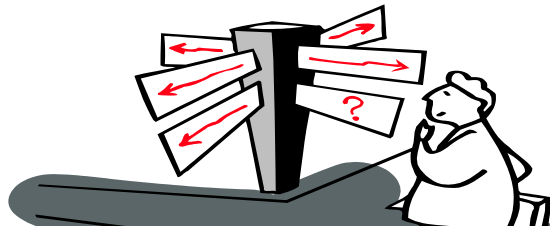
...educate by meeting the diverse needs of all students in an environment which fosters high expectations and mutual respect for diversity through learning experiences that can be applied throughout life.

WHAT WE SAY	EVIDENCE WE HAVE IN AN EXEMPLARY SCHOOL, THIS MEANS?	EVIDENCE WE NEED
<p>"Educate"</p> <p>ALL</p>	<p>Promotion Rate; Grades. Growth in Student Achievement; Student Recognition Awards, Authentic Assessments, Excellent Instructional Staff. Student Input/Perception; Teaching that enhances the curriculum Variety of Instructional practices beyond lectures at all levels and subject areas. Annual School Improvement Efforts relating to student achievement (including evaluations). Continuous Prof. Development relating to best practices. Student Data Base/Longitudinal Data. Monthly Curriculum Team meetings. 6-8 Vertical Teams. Efforts to enhance student skills such as Life Skills and application of differentiated instruction/units. Curriculum Maps, excellent initial year with electronic mapping initiative</p>	<p>Applications of skills; Demonstration of skills in varying places and times (community); Community feedback; Possible employer feedback. GT Scholarship Comm feedback re: post school experiences. Cross-Grade Curriculum Articulation. Consistent participation at collaboration meetings. Current technology that support staff in assessing student learning and that promotes increased student achievement.</p>
<p>"Respect"</p> <p>"Diversity"</p>	<p>Referral data; peer mediation; circle of friends; Peers for Peers; Student and Staff Surveys. KMS Culture promotes respect, FISH Philosophy. Curricular connections, Trust Building (Teacher-Students & Teacher-Teacher), K-8 Safe Culture Initiatives. Differentiation. Multiple Co-Curricular offerings (Athletic, Academic & Musical). Accom. & Modifications/School Plans. Inclusive/Collaborative Model. Curricular Offerings. Making Connections. Principals-Based approach. P.A.L.S. Anti-Bullying Programming</p>	<p>Input from Community; more community service efforts; post-graduation survey; Conflict Resolution strategies. Increased awareness relating to school staff and community understanding typical adolescent culture. Diversity in writing and speaking trends. Greater sensitivity to disabilities. Greater use of effective Co-Teaching partnerships. Additional Anti-Bullying programming. Reward "Winning" behavior, Celebrate!. Truly teach about "Fairness" and "Empathy."</p>
<p>(High)</p> <p>"Expectations"</p> <p>(Success)</p>	<p>KMS Mission, Vision & Beliefs; Standards and Benchmarks; Achievement Comparisons; Classroom Policies; Action Research driven School Improvement Efforts. Promotion / attendance rates. Test scores. Parent involvement. Disciplinary trends. Guidance/SAP/GT Groups. Participation rate in co-curric. Student survey trends show increased positive perceptions of self and school.</p>	<p>Student Feedback; Student Self-Evaluation; Student tracking own progress; more training for differentiation</p>
<p>(Life)</p> <p>"Experiences"</p>	<p>Community Service Projects that promote empathy and citizenship; Coordinated Arts Programming; Curricular Integration; Use of Love and Logic; Student Feedback Cards. More Lab type lessons. Brain-Based research and practices. Emphasis on "Child Centered" approaches / Choices. Options to learning, spectrum of abilities. A structured Technology Club for students.</p>	<p>Long term data; More publicity about community involvement & experiences; GHS Feedback; KMS Feedback. . More "Excitement" about staff learning and using application of Brain-Based and hands on learning. A structured Technology Club for students and necessary resources for Teacher Advisors.</p>
<p>"Learning"</p> <p>ALL</p>	<p>Student Achievement over time; Cooperative Group Skills (Collaboration); Compacting Curriculums; Differentiation Contracts; Project Oriented activities; Some Experiential Educational Programs; Growth in Technology Applications. Longitudinal Data. Technology usage / variety of practices. S.P.A.R. Meetings/T-Drive logged interventions. Common Assessments initiated. Some standards referenced curriculum, frequently monitored. Positive transitioning/continuity from grade to grade, class to class.</p>	<p>Continued growth in Technology Applications; More opportunities for student & teacher involvement in Experiential Educational Programs (i.e. Low & High Ropes, Civil War Re-Enactment, Jason Project, Greek/Roman Day...) Preparations for a population that may grow more and more diverse by ethnicity. KMS stakeholders have a greater ownership and "sense of belonging" and "Connectedness" that is consistent with the school's mission. "Stretch" beyond "where they are" – Spectrum mentality → Individual Learning Plans Continued work on Common Assessments. Promote the ability to answer "Why" to what is taught and learned.</p>

All KMS Stakeholders Re-Visit the KMS Mission Statement to Re-Focus & Establish ownership

Note:

Shaded areas and/or "strikeouts" represent additional feedback included at the most recent School Improvement Retreat. Information regarding the K.M.S. Mission is part of annual and on-going review with adjustments made accordingly.



MANAGING COMPLEX CHANGE

VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= CHANGE
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= CONFUSION
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= ANXIETY
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= RESISTENCE
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= FRUSTRATION
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	= TREADMILL

(Taken from the work of Parker Palmer. Adapted by Knoster from Enterprise Group, LTD.)



Correlates of Effective Schools ⁸

- “O”** **1. Opportunity to Learn Time on Task**
The effective school allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.
- “H”** **2. High Expectations for ALL Students**
The effective school expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for "learning" not "instruction." Teachers and students must have access to "tools" and "time" to help all students learn.
- “C”** **3. Clearly Stated and Focused Mission**
The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.
- “F”** **4. Frequent Monitoring of Student Progress**
The effective school frequently measures academic student progress through a variety of assessment procedures. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.
- “I”** **5. Instructional Leadership**
The effective school practices that the principal is the "leader of leaders" not the "leader of followers." The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program. The principal and all adults must take an active role in instructional leadership.
- “S”** **6. Safe and Positive Environment**
The effective school has a positive, purposeful, businesslike environment, which is free from the threat of physical harm. Desirable student behaviors are consistently articulated and expectations are clear. Students help each other and what is best for all. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student centered.
- “H”** **7. Home and School Relationship**
The effective school builds trust and communication within the school, parents and community. Forming partnerships with the parents and community enables all stakeholders to support the mission of the school and have the same goals and expectations.