

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



2010-11 Retreat Team

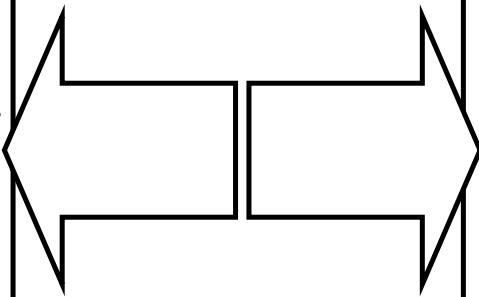
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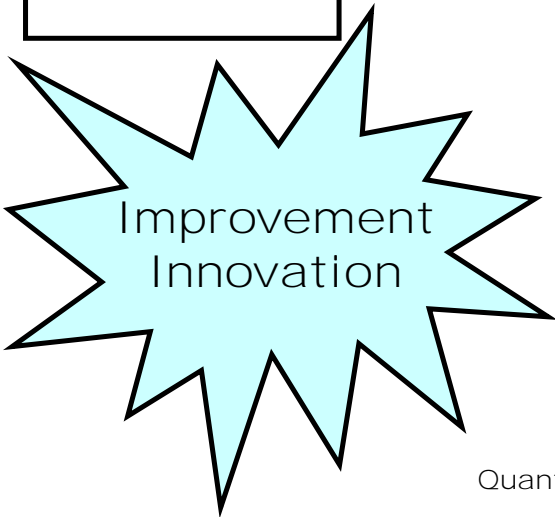
Data Relating to Goals

USE OF DATA

Get curious.
Ask more questions.
Search for solutions.



Reward,
punish,
shame,
blame



DATA - Goal 2

2009-10 Student Survey

		2009-10				2008-09		2007-08		2006-07						
Question	6th Grade				Total 6th Grade		Total 6th Grade		Total 6th Grade		Total 6th Grade					
	Boys		Girls		%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No				
	Yes	No	Yes	No												
3	As a student, I feel connected to at least one Kennedy Middle School staff member.				116	13	127	15	89.7%	10.3%	91.7%	8.3%	89.5%	10.5%	92.0%	8.0%
4	I know that at least one Kennedy Middle School staff member cares about me as a				123	6	134	7	95.2%	4.8%	92.5%	7.5%	93.0%	7.0%	92.4%	7.6%
5	Other students in this school respect me.				112	18	123	20	86.1%	13.9%	81.4%	18.6%	76.9%	23.1%	86.8%	13.2%
6	Staff in this school respect me.				119	11	135	7	93.4%	6.6%	93.7%	6.3%	92.2%	7.8%	93.1%	6.9%
7	I believe that if a student creates a problem, they should take responsibility for coming				112	18	125	15	87.8%	12.2%	90.5%	9.5%	90.7%	9.3%	91.3%	8.7%
8	I believe mistakes are learning experiences for students that result in natural				117	11	118	23	87.4%	12.6%	89.4%	10.6%	90.0%	10.0%	87.1%	12.9%
9	I consistently know what is expected of me in class.				115	14	136	4	93.3%	6.7%	89.0%	11.0%	89.2%	10.8%	87.8%	12.2%
10	I use WebGrader to see how well I am doing in school.				108	21	124	18	85.6%	14.4%	84.9%	15.1%	85.6%	14.4%	83.9%	16.1%
11	I am proud to be a KMS student.				122	7	137	6	95.2%	4.8%	91.3%	8.7%	91.5%	8.5%	95.5%	4.5%
12	I feel safe at Kennedy Middle School.				114	14	130	12	90.4%	9.6%	84.6%	15.4%	86.2%	13.8%	88.2%	11.8%
13	On most of my school days, I feel I am bullied at school with unwanted words or				34	96	35	108	25.3%	74.7%	25.8%	74.2%	28.1%	71.9%	22.6%	77.4%
14	I believe that 6th period group time is worthwhile.				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.4%	7.6%
14 New	I often use my Group Time for completing things I need to get done for school				108	21	124	15	86.6%	13.4%	94.5%	5.5%	84.4%	15.6%	N/A	N/A
15	I believe that 6th period group time should remain as part of the regular daily schedule.				124	6	130	11	93.7%	6.3%	95.6%	4.4%	91.5%	8.5%	94.1%	5.9%
16 New	I understand what the FISH Philosophy is at Kennedy Middle School				63	66	69	74	48.5%	51.5%	N/A	N/A	59.0%	41.0%	N/A	N/A
17 New	Having the FISH Philosophy at Kenned effects my actions and attitude in a positive				57	70	68	70	47.2%	52.8%	N/A	N/A	45.7%	54.3%	N/A	N/A
Question	7th Grade				Total 7th Grade		Total 7th Grade		Total 7th Grade		Total 7th Grade					
	Boys		Girls		%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No				
	Yes	No	Yes	No												
3	As a student, I feel connected to at least one Kennedy Middle School staff member.				100	24	108	16	83.9%	16.1%	83.1%	16.9%	84.3%	15.7%	84.0%	16.0%
4	I know that at least one Kennedy Middle School staff member cares about me as a				107	18	111	13	87.6%	12.4%	88.7%	11.3%	86.3%	13.7%	87.6%	12.4%
5	Other students in this school respect me.				104	21	103	22	82.8%	17.2%	81.2%	18.8%	81.8%	18.2%	83.0%	17.0%
6	Staff in this school respect me.				102	23	113	11	86.3%	13.7%	90.2%	9.8%	85.9%	14.1%	81.4%	18.6%
7	I believe that if a student creates a problem, they should take responsibility for coming				102	19	118	6	89.8%	10.2%	85.8%	14.2%	88.0%	12.0%	86.5%	13.5%
8	I believe mistakes are learning experiences for students that result in natural				103	18	109	14	86.3%	13.1%	85.8%	14.2%	88.7%	11.3%	92.1%	7.9%
9	I consistently know what is expected of me in class.				100	20	112	12	86.9%	13.1%	87.0%	13.0%	84.5%	15.5%	86.3%	13.7%
10	I use WebGrader to see how well I am doing in school.				85	37	89	33	71.3%	28.7%	86.2%	13.8%	85.7%	14.3%	78.7%	21.3%
11	I am proud to be a KMS student.				97	25	107	17	82.9%	17.1%	81.7%	18.3%	87.4%	12.6%	80.9%	19.1%
12	I feel safe at Kennedy Middle School.				92	29	106	18	80.8%	19.2%	81.7%	18.3%	87.3%	12.7%	83.0%	17.0%
13	On most of my school days, I feel I am bullied at school with unwanted words or				33	90	32	91	26.4%	73.6%	29.2%	70.8%	26.6%	73.4%	24.4%	75.6%
14	I believe that 6th period group time is worthwhile.				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.0%	8.0%
14 New	I often use my Group Time for completing things I need to get done for school				108	13	111	11	90.1%	9.9%	96.0%	4.0%	91.8%	8.2%	N/A	N/A
15	I believe that 6th period group time should remain as part of the regular daily schedule.				114	13	119	4	93.2%	6.8%	95.6%	4.4%	97.6%	2.4%	94.7%	5.3%
16 New	I understand what the FISH Philosophy is at Kennedy Middle School				52	70	56	66	44.3%	55.7%	N/A	N/A	66.4%	33.6%	N/A	N/A
17 New	Having the FISH Philosophy at Kenned effects my actions and attitude in a positive				54	68	54	66	44.6%	55.4%	N/A	N/A	49.5%	50.5%	N/A	N/A
Question	8th Grade				Total 8th Grade		Total 8th Grade		Total 8th Grade		Total 8th Grade					
	Boys		Girls		%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No				
	Yes	No	Yes	No												
3	As a student, I feel connected to at least one Kennedy Middle School staff member.				107	37	93	29	75.2%	24.8%	81.0%	19.0%	81.0%	19.0%	85.1%	14.9%
4	I know that at least one Kennedy Middle School staff member cares about me as a				118	29	101	21	81.4%	18.6%	86.1%	13.9%	83.7%	16.3%	84.8%	15.2%
5	Other students in this school respect me.				123	25	98	24	81.9%	18.1%	81.4%	18.6%	80.2%	19.8%	83.3%	16.7%
6	Staff in this school respect me.				122	24	100	22	82.8%	17.2%	84.8%	15.2%	84.3%	15.7%	81.3%	18.7%
7	I believe that if a student creates a problem, they should take responsibility for coming				120	27	101	20	82.5%	17.5%	85.4%	14.6%	87.1%	12.9%	85.8%	14.2%
8	I believe mistakes are learning experiences for students that result in natural				120	25	105	17	84.3%	15.7%	83.7%	16.3%	83.7%	16.3%	87.4%	12.6%
9	I consistently know what is expected of me in class.				121	25	102	20	83.2%	16.8%	83.9%	16.1%	85.3%	14.7%	84.4%	15.6%
10	I use WebGrader to see how well I am doing in school.				106	41	106	16	78.8%	21.2%	79.4%	20.6%	78.6%	21.4%	79.5%	20.5%
11	I am proud to be a KMS student.				107	42	93	29	73.8%	26.2%	78.2%	21.8%	67.2%	32.8%	77.5%	22.5%
12	I feel safe at Kennedy Middle School.				111	38	99	23	77.5%	22.5%	82.1%	17.9%	72.7%	27.3%	79.7%	20.3%
13	On most of my school days, I feel I am bullied at school with unwanted words or				36	110	28	94	23.9%	76.1%	25.7%	74.3%	26.3%	73.7%	21.8%	78.2%
14	I believe that 6th period group time is worthwhile.				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87.9%	12.1%
14 New	I often use my Group Time for completing things I need to get done for school				120	25	105	17	84.3%	15.7%	90.8%	9.2%	78.5%	21.5%	N/A	N/A
15	I believe that 6th period group time should remain as part of the regular daily schedule.				132	15	116	6	92.2%	7.8%	93.5%	6.5%	88.1%	11.9%	89.8%	10.2%
16 New	I understand what the FISH Philosophy is at Kennedy Middle School				77	67	71	51	55.6%	44.4%	N/A	N/A	58.8%	41.2%	N/A	N/A
17 New	Having the FISH Philosophy at Kenned effects my actions and attitude in a positive				53	91	55	67	40.6%	59.4%	N/A	N/A	45.3%	54.7%	N/A	N/A
Question	2009-10		2008-09		2007-08		2006-07									
	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No								
3	As a student, I feel connected to at least one Kennedy Middle School staff member.				82.9%	17.1%	85.0%	15.0%	85.0%	15.0%	87.2%	12.8%				
4	I know that at least one Kennedy Middle School staff member cares about me as a person				88.1%	11.9%	88.9%	11.1%	87.7%	12.3%	88.3%	11.7%				
5	Other students in this school respect me.				83.6%	16.4%	81.3%	18.7%	79.7%	20.3%	84.4%	15.6%				
6	Staff in this school respect me.				87.6%	12.4%	89.3%	10.7%	87.4%	12.6%	85.4%	14.6%				
7	I believe that if a student creates a problem, they should take responsibility for coming up with solutions for solving the problem.				86.6%	13.4%	87.1%	12.9%	88.6%	11.4%	87.9%	12.1%				
8	I believe mistakes are learning experiences for students that result in natural outcomes, not punishment at school.				86.2%	13.8%	86.2%	13.8%	87.6%	12.4%	88.7%	11.3%				
9	I consistently know what is expected of me in class.				87.8%	12.2%	86.5%	13.5%	86.3%	13.7%	86.2%	13.8%				
10	I use WebGrader to see how well I am doing in school.				78.8%	21.2%	83.3%	16.7%	83.4%	16.6%	80.8%	19.2%				
11	I am proud to be a KMS student.				84.0%	16.0%	83.4%	16.6%	82.5%	17.5%	84.8%	15.2%				
12	I feel safe at Kennedy Middle School.				83.0%	17.0%	82.8%	17.2%	82.4%	17.6%	83.6%	16.4%				
13	On most of my school days, I feel I am bullied at school with unwanted words or actions meant to hurt, harm, or humiliate me.				25.2%	74.8%	26.8%	73.2%	27.0%	73.0%	22.8%	77.2%				
14	I believe that 6th period group time is worthwhile.				N/A	N/A	N/A	N/A	N/A	N/A	90.7%	9.3%				
14 New	I often use my Group Time for completing things I need to get done for school				86.9%	13.1%	93.6%	6.4%	85.3%	14.7%	N/A	N/A				
15	I believe that 6th period group time should remain as part of the regular daily schedule.				93.0%	7.0%	94.8%	5.2%	92.7%	7.3%	92.8%	7.2%				
16 New	I understand what the FISH Philosophy is at Kennedy Middle School				49.6%	50.4%	N/A	N/A	61.7%	38.3%	N/A	N/A				
17 New	Having the FISH Philosophy at Kenned effects my actions and attitude in a positive way.				44.1%	55.9%	N/A	N/A	47.0%	53.0%	N/A	N/A				

DATA - Goal2

	INDICATORS	Q-#	Descriptor	2006-07	2007-08	2008-09	2009-10	Objective Met	
<p>Student Survey Information A Four Year Trend School Plan Student Survey Safe Culture Survey 6th period Group Time Objective accomplishment based on an improved "TREND" and/or a target of 90% or better</p> <p>* Based on qualified data and/or survey refinement</p> <p>** Percent of students indicating they are "NOT" bullied.</p>	Connectedness	3	Connected to staff	87 %	85 %	85%	83%	No	
		4	Staff cares about me	88 %	88 %	89%	88%	No	
	Respect	5	Peer Respect	85 %	79%	81%	84%	Yes	
		6	Staff Respect	85 %	87 %	89%	88%	No	
	Love & Logic	7	Responsibility	88 %	89 %	87%	87%	No	
		8	Learning Experiences	89 %	88 %	86%	86%	No	
	Informed of Academic Progress	9	Know Expectations	86 %	86 %	87%	88%	Yes	
		10	Web Grader	81 %	83 %	83%	79%	No	
	School Pride	11	Proud KMS Student	85 %	83 %	83%	84%	Yes	
	Safe & Orderly	12	Safe Culture	84 %	82 %	83%	83%	No	
		13	Rarely "Bullied"	**77 %	**73 %	**73%	**75%	Yes	
	6th Period Group	14	Worthwhile	91 %	85 %	94%	87%	No	
		15	Permanent Part-KMS	93 %	93 %	95%	93	Yes	
	FISH Philosophy	16	Understand	NA	62 %	Omitted	50%	No	
		17	Positive Effect	NA	47 %	Omitted	44%	No	
	<ul style="list-style-type: none"> Two "Fish" Philosophy questions were added to the student survey during the 2007-08 School Year; Q's accidently omitted in 2008-09. During the 2008-09 School Year, additional information was provided in Handbooks regarding Bullying (including Cyber-Bullying). This information was presented to students by Administration and the S.R.O. Special Media Programming on the topic of Bullying were integrated into the curriculum during the 2008-09 School Year. 				<ul style="list-style-type: none"> Question #14 may be a result of a wording change, "I often use HR Group to complete things I need done for school. Results for Q #14 is likely due to the change in the question Much more is needed to help educate students about the FISH Philosophy, and why it is an embedded practice at Kennedy. 				

DATA - Goal 2

	Components Of Effective Change	Q #	Descriptor	2007-08		Obj Met	2008-09		Obj Met	2009-10		Obj Met
				Supp. Staff	Tch. Staff		Supp. Staff	Tch. Staff		Supp. Staff	Tch. Staff	
<p style="text-align: center;">Staff Survey Info</p> <p>☞ A Three Year Trend</p> <p>☞ School Plan Staff Survey</p> <p>☞ 6th Period Group Survey</p> <p>☞ Objective accomplishment based on an improved "TREND" and/or a target of 90% or better</p>	Vision	1	Orientation	88 %	?	N/? (-3)	83% (-5)	100%	N/Y	67% (-16)	95% (-5)	N/Y
		2	Understanding	88 %(+2)	91 % (-9)	Y/Y	78%(-10)	97%(+6)	N/Y	80% (+2)	97% ()	N/Y
	Incentives	3	Orientation	81 %(+13)	95 %(-3)	Y/Y	50%(-31)	94%(-1)	N/Y	53% (+3)	82% (-12)	N/N
		4	Understanding	81 %(+10)	88 %(-10)	Y/N	61%(-20)	94%(+6)	N/Y	67% (+6)	89% (-5)	N/N
	Action Plan	5	Orientation	88 %(+12)	95 %(-5)	Y/Y	78%(-10)	94%(-1)	N/Y	67% (-11)	86% (-8)	N/N
		6	Understanding	81 % (+5)	?	Y/?	72%(-9)	94%	N/Y	67% (-5)	95% (+1)	N/Y
	Skills & Knowledge	7	Inservice	93 %(+36)	95 %(-5)	Y/Y	72%(-21)	98%(+3)	N/Y	67% (-5)	91% (-7)	N/Y
		8	Demonstration	87 %(+16)	91 % (-9)	Y/Y	72%(-15)	100%(+9)	N/Y	67% (-5)	95% (-5)	N/Y
	Resources	9	Inservice	86 %(+26)	100 %(+2)	Y/Y	61%(-25)	97%(-3)	N/Y	50% (-11)	91% (-6)	N/Y
		10	Demonstration	86 %(+26)	93 %(-7)	Y/Y	67%(-21)	100%(+7)	N/Y	57% (-10)	96% (-4)	N/Y
	6th Period Group	11	Worthwhile Part of Schedule	N/A	*94 %(+6)	Y						
		12	Effective Student use	N/A	*88 %(+9)	Y						
		13	Permanent Part of schedule	N/A	*94 %(+1)	Y						
	FISH Philosophy	14	Embrace/Individual	NA	95 %	Y						
		15	Embrace/Systemic	NA	68 %	N						
	KMS Mission	16	Model/Individual	NA	100 %	Y						
		17	Model/Systemic	NA	95 %	Y						
<ul style="list-style-type: none"> Questions 14-17 were added to the Staff Survey during the 2007-08 School Year. Only asked #'s 15 and 17 for 2008-09 Improvements from Support Staff regarding School Improvement Plan understanding. Support Staff Feedback needed regarding "FISH" and "KMS Mission" During the 2007-08 Year, feedback indicated that 95% of the KMS Staff embrace the FISH Philosophy, but only 68% feel that we as a school embrace the FISH Philosophy. The End of Year Survey is a result of 67 completed surveys from Teaching Staff, and 18 from Support Staff. 						<ul style="list-style-type: none"> The RH addition may have thrown off our data for 2009-10 on Q #9 Many staff felt that the additional work with Parent Ambassadors is a burden. Lots of suggestions to simply report. Use more when requests for parent help is needed 72% support FISH, may be why students don't understand (see Student Survey) 						

D A T A - Goal 2

District School Culture Survey: <i>Initial Results</i>										
Section	Q's	2009-10		Obj Met	2010-11		Obj Met	2011-12		Obj Met
		Tchr Q-Avgs	Supt St. Q-Avgs		Tchr	Supt St.		Tchr	Supt St.	
Staff (School)	1-6	87.8%	87%	TBD						
Staff (Colleagues)	8-9	83.5%	85%	TBD						
Staff (Adm)	11-17	81%	64%	TBD						
Staff (Individual)	19-20	93.5%	89%	TBD						
Staff (Self Reflect)	22-23	83%	83.5%	TBD						
Staff (Self Reflection) Effectiveness	25-29	88.4%	71%	TBD						
Staff (St. Achievement)	31-46	91.6%	80.1%	TBD						
Morale (Teachers) (Students) (Support St) (Admmin)	48-51	50%	50%	TBD						
Staff (Vision/Belief)	53-66	70.1%	70.1%	TBD						
Staff (St. Outcomes)	68-72	85.6%	57.2%	TBD						
<ul style="list-style-type: none"> For questions #1-6; all good percentage except #5, Recognized for good work. Good percentage on Q #8, but "Listen to my ideas" was low. #12 is only representative of 4 teachers. #13 is a big concern-Facilitates Communication, as well as #15; supporting shared decision making. 					<ul style="list-style-type: none"> #27 only represents 4 staff #48; Morale is concern on the part of everyone Only 20 support staff completed the survey, therefore each person represents 5%. Only 37 to 40 Staff responded to the questions; this represents only 50% of the staff. 					

Parent Survey Questions 2009-10

SAFE AND ORDERLY ENVIRONMENT

1. There is an orderly, purposeful businesslike atmosphere which is free from threat of physical harm.
 Yes No
2. The school climate is positive and encourages learning.
 Yes No

CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS

3. There is a climate of expectation in which the staff believes and demonstrates that all students have the capacity to learn.
 Yes No

INSTRUCTIONAL LEADERSHIP

4. The principal acts as an instructional leader and effectively and persistently models the school's mission to the staff, parents, and students.
 Yes No
5. The staff acts as an instructional leader and effectively and persistently models the school's mission to the staff, parents, and students.
 Yes No

CLEAR AND FOCUSED MISSION

6. There is a clearly stated school mission which is understood and implemented by staff.
 Yes No

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

- 7.. Teachers allocate a significant amount of classroom time to instruction.
 Yes No
- 8.. Students are engaged in quality learning activities that are planned and teacher directed.
 Yes No

FREQUENT MONITORING OF STUDENT PROGRESS

9. Student academic progress is measured frequently.
 Yes No
10. A variety of testing procedures are used.
 Yes No
11. The test results are used to improve individual student performance and also to improve the instructional program.
 Yes No

HOME / SCHOOL RELATIONS

12. Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.
 Yes No

PARENT CONNECTEDNESS

13. As a parent, I feel comfortable approaching/contacting 1 or more KMS Staff members if I have a question and/or concern.
 Yes No

HOMEROOM GROUP

14. Do you feel that the Homeroom Group is a valuable resource for your child?
 Yes No
15. As a parent, I understand how Homeroom group time is used.
 Yes No
16. Do you feel that Homeroom group should remain a permanent part of the Kennedy Middle School schedule?
 Yes No

F.I.S.H. PHILOSOPHY AT KENNEDY MIDDLE SCHOOL

17. I understand what the FISH Philosophy is at Kennedy Middle School
 Yes No
18. Having the FISH Philosophy at Kennedy effects my child positively while at school.
 Yes No

DATA - Goal 2

Results: Combined from All Surveys: All School Combined 2009-10

Total Surveys Completed:
 Per Grade Level = 405 (264 Paper & 141 Electronically)
 Parents W/Children in Multiple Grades = 8 (8 Electronically)
 Overall Total = 413 (264 Paper & 149 Electronically)

Q's #	6th Grade		7th Grade		8th Grade		Multiple Grades		Overall Results		Overall Results %	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	153	7	126	1	101	6	7	2	387	16	96.0%	4.0%
2	155	2	127	2	103	5	7	1	392	10	97.5%	2.5%
3	158	3	125	3	99	6	6	1	388	13	96.8%	3.2%
4	154	4	123	3	103	4	7	0	387	11	97.2%	2.8%
5	154	2	116	6	98	7	5	2	373	17	95.6%	4.4%
6	151	3	122	5	100	2	6	1	379	11	97.2%	2.8%
7	149	4	116	8	97	1	6	0	368	13	96.6%	3.4%
8	156	1	122	4	99	4	7	0	384	9	97.7%	2.3%
9	152	2	124	3	96	8	7	0	379	13	96.7%	3.3%
10	151	4	122	3	99	7	6	0	378	14	96.4%	3.6%
11	138	5	124	10	93	9	5	0	360	24	93.8%	6.3%
12	134	10	122	5	97	5	7	0	360	20	94.7%	5.3%
13	131	5	122	6	100	6	7	0	360	17	95.5%	4.5%
14	148	2	121	3	98	4	6	0	373	9	97.6%	2.4%
15	138	16	117	12	97	7	7	0	359	35	91.1%	8.9%
16	136	2	119	2	97	3	7	0	359	7	98.1%	1.9%
17	105	47	97	27	92	10	4	2	298	86	77.6%	22.4%
18	103	16	64	10	75	16	4	0	246	42	85.4%	14.6%

All School Combined 2008-2009

Total Surveys Completed:
 Per Grade Level = 439 (280 Paper & 159 Electronically)
 Parents W/Children in Multiple Grades = 5 (5 Electronically)
 Overall Total = 444 (280 Paper & 164 Electronically)

Q's #	6th Grade		7th Grade		8th Grade		Multiple Grades		Overall Results		Overall Results %	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	152	5	125	4	138	6	5	0	420	15	96.6%	3.4%
2	149	3	127	1	142	3	4	1	422	8	98.1%	1.9%
3	152	3	126	2	143	2	4	0	425	7	98.4%	1.6%
4	147	7	129	0	137	6	5	0	418	13	97.0%	3.0%
5	150	3	126	4	138	5	5	0	419	12	97.2%	2.8%
6	147	7	119	5	133	5	5	0	404	17	96.0%	4.0%
7	145	2	114	6	133	4	4	0	396	12	97.1%	2.9%
8	151	2	122	1	136	5	4	0	413	8	98.1%	1.9%
9	151	4	120	6	141	1	4	0	416	11	97.4%	2.6%
10	144	8	118	5	127	7	4	0	393	20	95.2%	4.8%
11	136	7	110	9	115	16	3	0	364	32	91.9%	8.1%
12	147	9	115	5	130	9	4	0	396	23	94.5%	5.5%
13	149	3	127	4	136	3	4	0	416	10	97.7%	2.3%
14	144	13	120	4	127	7	4	0	395	24	94.3%	5.7%
15	133	16	112	15	124	11	4	0	373	42	89.9%	10.1%
16	142	3	121	3	127	7	4	0	394	13	96.8%	3.2%
17	104	48	98	25	101	38	3	1	306	112	73.2%	26.8%
18	102	21	86	16	91	24	3	1	282	62	82.0%	18.0%

Results: Combined from All Surveys All School Combined 2007-08

Total Surveys Completed:

Per Grade Level = 310 (111Paper & 199 Electronically)

Parents W/Children in Multiple Grades = 12 (9Electronically)

Overall Total = 322(114Paper & 208Electronically)

Q's #	6th Grade		7th Grade		8th Grade		Multiple Grades		Overall Results		Overall Results %	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	117	7	104	5	59	7	6	2	286	21	93.2%	6.8%
2	125	1	105	0	62	5	7	2	299	8	97.4%	2.6%
3	123	2	106	3	62	4	8	0	299	9	97.1%	2.9%
4	116	1	103	3	58	5	7	0	284	9	96.9%	3.1%
5	116	3	102	2	56	6	8	0	282	11	96.2%	3.8%
6	118	5	103	3	54	10	7	1	282	19	93.7%	6.3%
7	113	5	96	3	54	5	5	1	268	14	95.0%	5.0%
8	116	3	99	1	56	5	6	1	277	10	96.5%	3.5%
9	119	4	102	5	61	5	7	0	289	14	95.4%	4.6%
10	112	4	93	7	57	7	8	0	270	18	93.8%	6.3%
11	101	7	84	7	51	10	7	0	243	24	91.0%	9.0%
12	113	5	93	10	55	9	6	1	267	25	91.4%	8.6%
13	120	4	103	5	63	4	7	0	293	13	95.8%	4.2%
14	114	8	98	4	55	6	6	1	273	19	93.5%	6.5%
15	112	11	93	12	56	11	6	2	267	36	88.1%	11.9%
16	115	3	97	3	58	4	6	1	276	11	96.2%	3.8%
17	81	33	84	21	39	27	6	2	210	83	71.7%	28.3%
18	69	16	72	10	36	12	8	2	185	40	82.2%	17.8%

Parent Survey Info	Indicators	Q #'s	2007-08		Obj Met	2008-09		Obj. Met	2009-10		Obj Met
			Parent	Avg		Parent	Avg		Parent	Avg	
☞ A Three Year Trend With Change in Survey Format with "Yes" and "No" Questions starting in the 2006-07 School Year	SAFE AND ORDERLY ENVIRONMENT	1-2	93% 97%	95%	Yes	97% 98%	97.5%	Yes	96% 98%	97%	Yes
	CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS	3	97%	97%	Yes	98%	98%	Yes	97%	97%	Yes
	INSTRUCTIONAL LEADERSHIP	4-5	97% 96%	96.5%	Yes	97% 97%	97%	Yes	97% 96%	96.5%	Yes
☞ Results relate to "Yes" responses. Indicators with Multiple Q's are an overall AVERAGE	CLEAR AND FOCUSED MISSION	6	94%	94%	Yes	96%	96%	Yes	97%	97%	Yes
	OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	7-8	95% 97%	96%	Yes	97% 98%	97.5%	Yes	97% 98%	97.5%	Yes
☞ Objective accomplishment based on an improved "TREND" and/or a target of 90% or better	FREQUENT MONITORING OF STUDENT PROGRESS	9-11	95% 94% 91%	93%	Yes	97% 95% 92%	95%	Yes	97% 96% 94%	96%	Yes
	HOME / SCHOOL RELATIONS	12	91%	91%	Yes	95%	95%	Yes	95%	95%	Yes
	PARENT CONNECTEDNESS	13	96%	96%	Yes	98%	98%	Yes	96%	96%	Yes
	HOMEROOM GROUP	14-16	94% 88% 96%	93%	Yes	94% 90% 97%	94%	Yes	98% 91% 98%	96v	Yes
	FISH PHILOSOPHY	17-18	72% 82%	77%	Yes	73% 82%	78%	Yes	78% 85%	81.5%	Yes
	Survey Return Rate			36.8% 322/875	No		50% 444/881	Yes		47% 413/882	No

- FISH Philosophy Questions added to the 2007-08 Survey.
- Continued significant number of positive comments about Webgrader.
- Continued comments about overuse of Video to supplement instruction and/or questions about the meaningfulness of certain Video's used.

- Increase in survey return rate for 2008-09. Considerable drop in 2007-08 in the % of Parent Survey's returned, as compared to 2006-07, but fairly consistent with the return rates as tracked from 2004-05 thru 2005-06 (39%, 33% and 30% respectively)
- Doing better with FISH Philosophy, but still needs growth.

Quarterly Student Recognition and Parent Breakfast Chats

2009-10 Year Summary

- Qtr. 1 – Thursday, October 22, 2009 - *Homework & Organizational Strategies*
- Qtr. 2 – Wednesday, January 20, 2010 - *Drug Awareness: What Parents Need to Know (Presented by S.R.O. Borden)*
- Qtr. 3 – Tuesday, March 24, 2010 - *Brain-Based Learning*
- Qtr. 4 – Thursday, May 25, 2010 - *Internet Safety (Presented by Germantown Police Chief Peter Hoell)*

Quarterly Theme	Date	# of Students Recognized	# of Parents Signed-In	# of Parents At Breakfast Chat	Survey Results					
					I came only because my child was being recognized		This was a good experience, I will try to come to other chats		The time allocated for the activity was good	
					Yes	No	Yes	No	Yes	No
PLAY	10/22/09	56	57	15	4	3	6	0	6	0

- Interactive format was very helpful.

Quarterly Theme	Date	# of Students Recognized	# of Parents Signed-In	# of Parents At Breakfast Chat	Survey Results					
					I came only because my child was being recognized		This was a good experience, I will try to come to other chats		The time allocated for the activity was good	
					Yes	No	Yes	No	Yes	No
Make Their Day	1/20/10	58	55	11	12	5	12	1	17	0

- Website: Recap content & Encourage attendance. Internet safety, local Juvenile Crime/gangs.
- Start earlier so people don't have to leave for work.
- Drug chat was very good!
- Very nice program
- Let them know the topic of discussion ahead of time.
- Things to open parents' eyes and get them more involved in their kids life.
- It was very informative. Keep up the great work!
- Computer/Internet predators/problem.
- In the future it might be nice to read comments for kids who are actually here.
- Accelerated Programs (academic)

Quarterly Theme	Date	# of Students Recognized	# of Parents Signed-In	# of Parents At Breakfast Chat	Survey Results					
					I came only because my child was being recognized		This was a good experience, I will try to come to other chats		The time allocated for the activity was good	
					Yes	No	Yes	No	Yes	No
Choose Your Attitude	3/24/10	58	61	5	16	4	15	3	19	1

- Chat interferes with work schedule.
- Good for the kids. Enjoyed it – thanks for the coffee etc.
- I would have liked to stay for the chat, but I needed to be at work. Thanks for the opportunity.
- Any amount of parents who attended the chat is a good number. Willing and able participants may vary based on the topic.
- Thank you for the time & effort put into the morning.
- I'd love to but I teach.
- Allow a chance for questions/comments
- Excellent information & presentation.
- Everything you discussed was proven with last year's 7th grade's Holocaust unit. Thank you!
- I love that the school does this.
- Nice if more could stay.
- Love the direction and leadership here

Quarterly Theme	Date	# of Students Recognized	# of Parents Signed-In	# of Parents At Breakfast Chat	Survey Results					
					I came only because my child was being recognized		This was a good experience, I will try to come to other chats		The time allocated for the activity was good	
					Yes	No	Yes	No	Yes	No
Be Present	5/25/10	58	58	9	4	3	7	0	7	0

- Hot topics in the community with our children/schools.
- More internet safety – cyber bullying focus.
- Mornings are a good time to meet; most children activity after school/evening – hard to attend.
- This was a great chat and definitely worth my time this a.m. Thank you!!

D A T A - Goal 2

2009/2010 Disciplinary Statistics

Disciplinary Referrals (387)	
Grade	Percentage of Records
6 th	30.2 %
7 th	41.3 %
8 th	28.4 %

Office Interventions (1502)	
Grade	Percentage of Records
6 th	32.4 %
7 th	31.4 %
8 th	36.1 %

Behavioral Incidents Categorized by Type

Types of Misbehavior	Statistical Breakdown			
	Overall 6-8	6 th # of Incidents	7 th # of Incidents	8 th # of Incidents
Bus Referral	5.7 %	5	11	6
Inappropriate behavior	14.5 %	17	17	22
Cell Phones/Other Devices	8 %	5	14	12
Emerging	5.7 %	8	11	3
Continuing	4.7 %	3	12	3
Unlawful	.8 %	NA	2	1
Truancy	43.4 %	59	59	50
Repeated Rules Violation	.5 %	NA	1	1
Physical Aggression	8.5 %	15	12	6
Vandalism	.3 %	NA	NA	1
Disrespect to Staff	5.9 %	3	18	2
Cigarettes et al	.3 %	NA	1	NA
Weapons	NA	NA	NA	NA
AODA	.8 %	NA	2	1
Disorderly Conduct	NA	NA	NA	NA
Theft	1 %	2	NA	2

Statistics were based on 387 conduct referrals that were rounded and truncated to the nearest tenth. These statistics are not reflective of the 725 other/office interventions listed within the disciplinary database (an additional 777 bus requests were also not tracked within the data).

D A T A - Goal 2

Behavioral Incidents Categorized by Quarter

Quarters of the Year	Statistical Breakdown
Quarter One	14.5 %
Quarter Two	24 %
Quarter Three	31.8 %
Quarter Four	29.7 %

Statistics were based on 387 conduct referrals that were rounded and truncated to the nearest tenth. These statistics are not reflective of the 725 other/office interventions listed within the disciplinary database (an additional 777 bus requests were also not tracked within the data).

Behavioral Incidents Categorized by Gender

Gender	Statistical Breakdown
Male	62 % (240)
Female	38 % (147)

Statistical Breakdown of Male/Female Behavioral Incidents by Grade Level					
6 th Grade		7 th Grade		8 th Grade	
Male (77)	Female (40)	Male (102)	Female (58)	Male (61)	Female (49)
65.8 %	34.2 %	63.8 %	36.2 %	55.5 %	44.5 %

Statistics were based on 387 conduct referrals that were rounded and truncated to the nearest tenth. These statistics are not reflective of the 725 other/office interventions listed within the disciplinary database (an additional 777 bus requests were also not tracked within the data).

Suspensions: Incidents & Number of Students Involved

Administrative Action	# of Incidents	# of Students
ISS	15	13
OSS	31	25
OSS, Pending Further Disciplinary Action	3	3
Expulsions	1	1

The above data reflects 1 student who had disciplinary action involving both "In-School" and "Out of School" Suspension for the same incident. The above data also reflects 1 student who had disciplinary action involving "Out of School Suspension, Pending Further Disciplinary Action" and "Expulsion" for the same incident.

Students w/ Frequent Disciplinary Referrals Statistical Breakdown

Statistical Breakdown of Students with a High Degree of Behavioral Incidents by Grade Level					
6 th Grade (total 307)		7 th Grade (total 284)		8 th Grade (total 291)	
General Student Population	Chronic Student Population	General Student Population	Chronic Student Population	General Student Population	Chronic Student Population
292 (95.1 %)	15 (4.9 %)	264 (93 %)	20 (7 %)	274 (94.2 %)	17 (5.8 %)

Note: School Wide, there are a total of 52 students meeting "Chronic" criteria. This amounts to 5.9 % of the total student population that had "Chronic" behavioral issues within the KMS learning environment.

- Students with a high frequency of behaviors (Chronic Disruptions) are defined as having a **Code of Conduct** violation on average of once each quarter (four for the year). Administrative discretion was also utilized to determine students with a high frequency of behaviors based upon a reoccurring pattern of office interventions.

NOTE: This data is not inclusive of the daily interventions implemented in lieu of conduct referrals for students. This includes students within the general educational environment and/or students receiving significant behavioral supports through a school plan and/or special education programming.

Developing School Goals which are “DATA DRIVEN” Ask the “Key Questions”

- What does the data seem to be telling us?
- What does it not tell us? What else would we need to know?
- What needs for school improvement might arise from this data?

