DODGE CITY

M I D D L E S C H O O L

SCHOOL IMPROVEMENT INITIATIVES 2016 - 2017

SCHOOL IMPROVEMENT VISION STATEMENT

Dodge City Middle School will foster a culture with independent learning where students can achieve their full potential in academics, personal, physical and moral development in the 21st Century.

SCHOOL IMPROVEMENT MISSION STATEMENTS

Dodge City Middle School strongly adheres to a vision of student learning, a vision that acts as a consistently articulated and referenced guidepost in making decisions about teaching and learning. To this vision we have set our school improvement mission statements to meet the Kansas Quality Performance Assessment standards in the following five areas:

1. Relationships: We will provide protective factors designed to bond community and school by fostering caring relationships between adults and children as well as between peers, setting high expectations, and providing the support needed to meet those expectations.
2. Relevance: We will understand the importance of developing career ready students, who thrive in school, by empowering them to think critically, solve problems, synthesize information, communicate effectively, and work well on a team.
3. Responsive Culture: We believe there is a strong relationship between culture and motivation as our teachers create curriculum around current events, personal backgrounds, and historical realities, while emphasizing competency in twenty-first-century skills.
4. Results: We will focus on the results of student learning using multiple indicators so our teachers can adjust their practices and our school can offer personalized support to students.
5. Rigor: We will employ a rigorous project-learning college & career ready curriculum that sets high expectations for everyone, by giving our students the skills to interpret and deepen their existing knowledge as a means to meet expectations through an enthusiasm for learning.

I. (A) CORRELATION OF ROSE & COLLEGE & CAREER READY STANDARDS

DESCRIPTION: To meet the changing demands of life, learning and work in the future our students will need to be equipped, not just with the skills of education and training, but also with the attitudes and knowledge that enable them to achieve the fulfillment of independent, functional and healthy careers in the 21st century. To meet the Kansas requirements for developing College and Career ready students we will need to deeply embed into the curriculum career development competencies. These competencies will include a plan to address the following targets:

- Implementation of a career portfolio
  - ARC2 e-Portfolio
- Provide systematic instruction in requisite lifelong learning and workplace skills
  - Career Game (Undetermined)
  - Facilitate integration within a variety of 6-8 courses
- Career Mapping Process (Undetermined)
  - Link career development with mindset development
  - Mindset Development Advisory Activities
  - Growth Mindset Instructional Practices
- Integrate computerized career development software and Web-based resources
  - Career Game (Undetermined)
  - Institute the Kansas Career Pathways Model (Undetermined)

DURATION: The implementation process will begin during the summer of 2016 and will be revised for 2017 – 2018 school year.

BUDGET: District Funds = $ Cost Undetermined

I. (B) ENRICHED ENGLISH LANGUAGE ARTS GRADE 8

DESCRIPTION: We will provide a college & career ready 8th grade ELA enrichment curriculum for our level 3 and 4 students as they are identified by the Kansas State Assessment.

- The Enrichment ELA classes will address an opportunity to help our level 3 & 4 students acquire the knowledge, concepts and skills needed to engage in a higher level depth of knowledge learning.
- The enrichment course offerings will be designed and delivered in ways to prepare students for higher intellectual engagement by starting the development of these skills and acquisition of knowledge as early as possible.

DURATION: This program will begin during the fall of 2016 and will be evaluated for possible grade level expansion in 2017 – 2018.
BUDGET: At Risk Funds = $500.00

I. (C) GIZMOS SCIENCE GRADES 6 – 8

DESCRIPTION: The online science program uses an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding in four critical areas.

1. Representing New Knowledge in Graphic/Nonlinguistic Formats
2. Using Manipulatives to Explore New Knowledge and Practice Applying It
3. Generating and Testing Hypotheses about New Knowledge
4. Direct Presentation of New Knowledge, Followed by Application

DURATION: This new initiative will begin during the fall of 2016 and will be evaluated in May of 2017 for continuation consideration.
BUDGET: Building Level Funds = $3,540.75

II. (A.) SOFT SKILLS ASSESSMENTS (GRADE 6 SOCIAL STUDIES/SCIENCE)

DESCRIPTION: Most people recognize the acquisition and development of soft skills as important for progressing in life and work. Those of us who work with disadvantaged young people recognize that these skills are often underdeveloped. The aim of our sixth grade teachers is to address these skills by piloting new learning assessment rubrics that raise awareness of what soft skills are, help learners to assess themselves, and identify where and how they could actively seek to improve these skills within the context of their learning. To accomplish these soft skill rubrics teachers will:

- Establish appropriate assessment soft skill standards to set rubric criteria along with instructional practices to measure student progress.
- Provide self-assessment rubrics to include the involvement of students as they apply the criteria to their work and make judgments about the extent to which they have met those criteria and standards.

DURATION: This initiative began during the spring of 2016 and will be ongoing until all soft skills have been identified.

BUDGET: Building Level Funds = Allocated In-service Time Undetermined

III. (A) MINDSET MAKER

DESCRIPTION: The MindsetMaker™ professional development course prepares teachers to support their students in developing positive motivation in the classroom through learning about key research findings in psychology and neuroscience and their applications to classroom practice.
- In each module, there is a short diagnostic assessment, view a 10-20 minute video, and discuss the content with your colleagues in a learning group forum. Teachers will select an activity or project to implement using tools provided, try it out in their classroom, and share their results with their colleagues in the forum.
- The core training is comprised of five online modules that include assessments, videos, discussion protocols, tools and activities that help teams and individual teachers implement mindset practice.

DURATION: First nine weeks occurring every other Tuesday during team time.
BUDGET: Building Level Professional Development Funds = $1,500.00

III. (B) CHECKING FOR UNDERSTANDING

DESCRIPTION: Through this professional development process teachers will begin a process of inquiry on how to increase students' understanding with the help of formative assessments. The team professional development time will make teachers aware on how to use formative assessment during instruction for the purpose of determining what students know and what they still need to learn.
- The resource used for team professional development will be the new 2nd edition of Checking for Understanding by Fisher and Frey

DURATION: Second nine weeks occurring every other Tuesday during team time.
BUDGET: Building Level Professional Development Funds = $1,361.75

IV. (A) STEPPING UP PARENT INVOLVEMENT

DESCRIPTION: The goal is to develop a parent volunteer program advocating time spent in the home or after school hours supporting math and reading. The Stepping-Up Parent Involvement program will record the number of hours parents support learning and school involvement. The program will reward parents certificates of recognition during two scheduled Title I banquets. Currently we have 33 parents enrolled in the program and our goal is to have 1000 total parent volunteer hours by the end of the 2016 – 2017 school year.

- Bring Your Parents to School Day: September 9
  - Includes Orientation to Parent Involvement Program
  - Create Parent Involvement Video Advertising Program
- First Parent Teacher Conference: October 19 & 20
  - Participate in Parent Teacher Conference
  - Participate in Parent Survey
- First Parent Banquet: November 29
  - Parent & Student Volunteer Recognition
  - Program "How to Help Your Child at Home"
- Second Parent Teacher Conference: March 22 & 23
  - Participate in Parent Teacher Conference
- Second Parent Banquet: April 25
  - Parent & Student Volunteer Recognition
  - Program "How to Help Your Child at Home"

DURATION: This New Initiative will Start in August and End on April 25, 2017.
BUDGET: Building Level Title I = $1,000.00 (Parent Nights)

IV. (B) EXPECTED MATH & ELA GRADE LEVEL PERFORMANCE CRITERIA

DESCRIPTION: The math and ELA standards parent guide has been established to communicate to parents what students will be required to learn at each grade level.
- The performance standards will be used during parent teacher conferences and Title I parent nights to communicate learning expectations at each grade level.
- The standards will be a conversation tool to check a students' progress at school. Additionally we will provide home learning resources for parents to support learning at home.
- Future use of these grade level standards might include standard based grading rubrics.

DURATION: The Grade Level Performance Standards will be distributed during October for the first parent teacher conferences.
BUDGET: Building Level Title I = $100.00 (Duplication Cost)

IV.(C) PERFORMANCE BASED TEACHER LED CONFERENCING

DESCRIPTION: At Dodge City Middle School we have identified a root cause in suggesting that family engagement matters for student success. To address this root-cause we have developed a plan of action to improve parent teacher conferences. The first conference of the year will be a performance based teacher led conference with a focus on academic achievement. The implementation process for the performance based conferences will include:
- Teachers will receive professional development providing information about best practices in conducting effective parent–teacher conferences.
- The conferences will focus on ways in discussing progress and growth reviewing student data to demonstrate progress against learning goals and to identify areas that need to be addressed.
- The conferences will provide suggestions for activities and strategies parents can use at home to help their child learn and grow.
- Teachers will spend time in closure discussions on how the teacher and the parent will support the student by being specific about the kinds of things the teacher will do and how the teacher will check in with the parent about student progress.
- The teacher will make a plan of action describing how the teacher will communicate with parents (i.e., through notes home, phone calls, email etc.) and ways parents can contact the teacher.

DURATION: This new initiative will begin during the fall of 2016 and will be evaluated in May of 2017 for suggested revisions.
BUDGET: Building Level Professional Development & Title I Funds = $1,000.00

IV. (D) STUDENT LED CONFERENCING

DESCRIPTION: A student-led conference is one in which the student leads parents/guests through a discussion of his/her work that is organized in a portfolio. In student-led conferences, students will create a portfolio representing work over the first three semesters of the school year. A portfolio is a purposeful collection of student work that tells the story of his/her growth as a learner.
- During the second parent teacher conference students will conduct the conferences detailing skills and processes learned, as well as the goals they've set to further improve themselves.

DURATION: This Revised Initiative will Start in September and End on April 25, 2017.
BUDGET: = Building Level $200.00

IV. (E) ARC2 e-PORTFOLIO

DESCRIPTION: The e-Portfolio is designed to meet the Kansas requirements for Individual Plan of Study and will be an integral part of the required criteria for our "Career Awareness and Guidance" program. The construction and development of an e-Portfolio was a collaborative effort by the DCMS faculty in both the selection and aggregation of identified skill sets at each grade level. The design of the e-Portfolio provides opportunities for an individual student to collect evidence of their own achievement. The faculty selected the electronic versions because of the ease with which the portfolio can be updated.
- The e-Portfolio has been designed to showcase the progression of each student's growth & learning at each grade level in the following 4 areas:
  1. Academics & Achievement
  2. Relationships
  3. Career Awareness & Real World Applications
  4. Community/School Involvement

DURATION: This Revised Initiative will Start in September and End on April 25, 2017.
BUDGET: = Allocated In-service Time Undetermined

V. (A) AFTER SCHOOL INTERVENTIONS

DESCRIPTION: The ASIRTI Program (After School Immediate Response To Intervention) will be a two week after school re-teaching opportunity for any student not meeting performance standards during reading or math formative assessments. The after school intervention program will provide eight hours of extended day intervention time from 3:15-4:15 P.M. Mondays through Thursdays.

DURATION: This New Initiative will Start in September and End on April 25, 2017
BUDGET: Building Level Title I = $15,000.00 Salaries for Teachers @ $29.69 x 6 Teachers 2 per grade level ($729.00 = 21 Weeks)

V. (B) RENAISSANCE FOUNDATIONAL MATH

DESCRIPTION: The role of practice in learning mathematics is especially crucial in light of new college and career-readiness standards, which require "students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. A key guiding principle of the program will be differentiated instruction—at all tiers—with personalized goal setting that allows the teacher to accurately monitor students' growth in a timely manner and make changes to instruction as necessary. The program will be designed to:
- Create personalized assignments and tests at an appropriate level for each student.
- Scoring student practice and assessments automatically, and recording results in a grade book.
- Provide informative feedback to help the teacher differentiate instruction and monitor progress.
- Encouraging mathematical discourse and collaboration during classroom instruction.
- Motivate students with immediate feedback after assignments or tests are completed

DURATION: This program will begin during the fall of 2016 and will be reviewed for revision in May 2017.
BUDGET: Building At Risk = $2,000.00 (Software License Renaissance Math)

V.(C) GRADE 6 READING INTERVENTIONS

DESCRIPTION: Our sixth grade reading intervention program will play an important role in helping our low performing students become confident, skilled readers. The intervention program is aimed at supporting four components of literacy including reading comprehension/fluency, writing, listening and speaking. The book being used to support the interventions include "The Case of The Case of Mistaken Identity." The intervention program will focus on:

- small group instruction
- regular assessment of student performance
- prioritize responsibilities and skills across staff and instructional personnel
- common teacher planning time by grade-level
- an uninterrupted reading block of 62 minutes

DURATION: This program will begin during the fall of 2016 and will be reviewed for revision in May 2017.
BUDGET: Title I Funds = $1,500.00 (Books & Materials)

VI. (A) COMMON VISUAL LANGUAGE FOR LEARNING

DESCRIPTION: We will continue our focus on using visual tools to graphically link mental associations to help students create rich patterns of thinking. The use of Thinking Maps and other forms of visual learning instructional strategies will provide teachers an opportunity to formatively assess student understanding by transforming static information into active knowledge. These visual tools will help students to become independent learners while they generate, organize and reflect on information for self assessment while providing opportunities for interdisciplinary learning. Our goals in using visual learning instructional is to:

- enhance student thinking through visual expression
- connect group ideas through a collaborative process
- inform the teacher through formative assessment questioning on how students are putting information together
- brainstorming knowledge to foster creativity and open mindness
- provide visual opportunities for students to analyze content and process specific learning
- enhance the individual student ability to develop critical thinking skill

DURATION: This program will continue during the fall of 2016 and will be reviewed for through the process of instructional walkthroughs.
BUDGET: Title I Funds = $1,000.00 (Materials & Resources)

VI. (B) WRITING ACROSS THE CURRICULUM

DESCRIPTION: Dodge City Middle school will continue our instructional practices for preparing students for the Kansas multidisciplinary performance assessment (MDPT). To prepare our students for the MDPT will require teachers of all disciplines are to design writing tasks and instruction focused on the Kansas MDPT writing rubric.

- Teachers will also need to recognize the importance of writing standards by having students write daily, in response to both verbal and nonverbal texts.
- To ensure our students are prepared for the assessments teachers must engage students in short writing tasks as well as tasks requiring them to fully engage in a writing process that spans many days.
- All teachers must ensure writing instruction occurs throughout the school day, in multiple contexts and for multiple reasons.

DURATION: This program will continue during the fall of 2016 and will be reviewed for through pre and post assessment results.

BUDGET: Building Level = $1,000.00 (Materials & Resources)