

**William Diamond Middle School 2009-2010
LEXINGTON PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN**

System Goals: Ensure that the academic, social, and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences. Ensure that the faculty and staff are of high quality and are enabled and supported to perform at the highest professional level.

Goal 1	Strategies	Timeline	Evidence/Data	Performance Target	Level of Achievement	Person Responsible
<p>Refine and expand the work of PLCs to promote increased student learning through equity and excellence for all</p>	<ul style="list-style-type: none"> • Provide appropriate structures to support effective teaming within the school day including weekly team and weekly grade-level content meetings and bi-weekly grade level meetings • Disperse leadership throughout the building in order to share decision-making • Use administrative feedback forms for all team and content meetings to increase communication and assure shared vision • Identify essential skills all students must acquire for core courses offered at Diamond and Clarke • Create SMART goals to determine whether current practices are helping students to acquire those skills • Common formative assessments to be created during weekly grade-level content meetings • Identify any student who does not meet the established objectives • Struggling students will receive appropriate interventions to ensure all essential skills have been acquired • Create a data culture: examine the results of each common assessment in an effort to determine which member of the team/content group is getting the best student results for each objective, and then share ideas, methods, and materials for reaching those objectives 	<p>2009-2011 school years (2 year goal)</p>	<ul style="list-style-type: none"> • Schedule collaborative meeting time for SPED, Foreign Language, and PE/Health • Continue weekly team and weekly content meeting times • Establish a bi-weekly grade level team meeting • Team and content feedback forms sent to administration to provide support to team and content groups based on needs • All content teams will create at least one SMART goals for the school year in conjunction with Clarke staff • All content teams will analyze the data gathered with their common assessments to determine if the goals have been achieved 	<ul style="list-style-type: none"> • Team and content meeting agendas are directly linked to the school and district goals • Administration meets regularly with teacher leaders (department chairs, team leaders) • Feedback forms are returned to administration weekly • SMART goals are created and action plans for their achievement are clearly defined • Common formative assessments are created and implemented in the classrooms • Analysis of common assessments sent to administration • Every first year teacher is assigned a mentor 		<p>Principal Assistant Principals Team Leaders Department Chairs Faculty</p>

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	more effectively • Provide mentors for all first year teachers and content coaches for second year teachers • Teachers look at student work to improve their practice and student achievement				
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Goal 1A	Strategies	Timeline	Evidence/Data	Performance Target	Level of Achievement	Person Responsible
Curriculum and Instruction: Design, implement, and analyze two middle school district-wide common assessments per content/grade level PLC team by June 1, 2010.	<ul style="list-style-type: none"> • Principals will convene the curriculum cabinet/leadership team • Principals/Supervisors will create a timeline for completion of SMART goals • Provide training and materials in common assessment design, data collection and analysis • Develop action plan for development of common assessment • Administer common assessment by December 21, 2009 • Bring student work/assessment results to the a professional development afternoon • Analyze results (student work) • Revise instructional practices to inform future instruction 	2009-2010 School Year	<ul style="list-style-type: none"> • Teachers share common curriculum • Collegial discussion and collaboration • MS curriculum meetings and collaboration with Diamond staff and administration • Use ½ day professional development days to work together on designing the common assessments 	<ul style="list-style-type: none"> • Use grade-level content-meetings and department meetings to map curriculum • Use feedback forms for grade-level content meetings linked to school and district goals • All content teams will create at least two common assessments during the school year • Content teams from both middle schools will analyze the data gathered with their common assessments to determine if the goals have been achieved 		Principal Assistant Principals Department Chairs Faculty

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Goal 2	Strategies	Timeline	Evidence/Data	Performance Target	Level of Achievement	Person Responsible
<p>Curriculum and Instruction:</p> <p>Continue to work on closing the Achievement Gap</p> <p>Support students not making effective progress with the Math Intervention course, Guided Study course, and co-taught math classes</p> <p>Our Reality 2009- 2010</p> <ul style="list-style-type: none"> • Math Intervention Classes (gr 6-8): 19 students scored a Warning on Spring 2009 MCAS and 66 students scored a Needs Improvement on Spring 2009 MCAS. • The 85 students have been assigned to one of the math intervention classes 	<ul style="list-style-type: none"> • Assess student needs to determine who participates in the programs using different forms of data • Support the math intervention and executive functioning teachers with curriculum development and instructional methods • Assess effectiveness of programs using data • Create student success plans to support each student • Create co-teaching classes in math on three teams in 6th, 7th, and 8th grades 	<p>2009-2010 school year</p>	<ul style="list-style-type: none"> • Use of frequent assessments in math intervention to determine individual understanding • Math Intervention and Guided Study teachers have time built into their schedules to collaborate with teachers at all grade levels • Co-teachers are relieved of duties in order to build time for collaboration • Assessment of student and programs • Schedule dedicated child study time each week 	<ul style="list-style-type: none"> • 35% of students with a Warning Score increase one level to Needs Improvement • 40% of students with a Needs Improvement increase one level to Proficient • Use standardized tests, teacher recommendations and classroom performance to assess student needs • Frequent teacher collaboration with department, Diamond Middle School teachers, and administration • Meet AYP in all sub groups for mathematics • Students implement executive functioning strategies learned across disciplines • MCAS raw score increase at least 8 points 		<p>Principal Assistant Principals Department Chair Team Members</p>

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Goal 3	Strategies	Timeline	Evidence/Data	Performance Target	Level of Achievement	Person
						Responsible
<p>Continue to build and extend the Diamond school community</p>	<ul style="list-style-type: none"> • Plan and execute three school wide community learning experiences 	<p>2009-2010 School Year</p>	<ul style="list-style-type: none"> • Attendance at school-wide assemblies • Participation rates in school wide sponsored experiences • Reflection journal entries based on personal connections 	<ul style="list-style-type: none"> • 95% of the students and staff participate in three school wide learning experiences , share reflections and make personal connections 		<p>Principal Assistant Principals Team Leaders Department Chairs Faculty Resource Officer Lexington Fire Department</p>
	<ul style="list-style-type: none"> • Increase school/home communication through weekly newsflashes, updated website and Team/Teacher Web pages, expanded feedback process and parent coffees 		<ul style="list-style-type: none"> • Newsflashes inform parents of school events and practices • Team/Teacher Webpages include key skills and concepts addressed as well as tests and long terms assignments • Assessment and feedback processes will be reviewed to provide greater student reflection • Parent coffees and workshops will address topics of concern to Diamond parents, students and staff 	<ul style="list-style-type: none"> • At least three newsflashes/month have informed parents of school events and practices • Team/Teacher Webpages are updated at least every two weeks to provide current information • Students will use at least one progress report/grade card to set goals for academic success • Four parent coffees/workshops are held each year and feedback gathered to allow input and increased 		

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	<ul style="list-style-type: none"> • A community garden will be started to help beautify the school grounds and establish “roots” for students, staff and families 		Committee minutes LEF grant Science Standards	two-way communication <ul style="list-style-type: none"> • Working with parents and community organizations, a school perennial garden has been started to represent both the ecology of the region and the Diamond community members. 		
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Goal 4	Strategies	Timeline	Evidence/Data	Performance Target	Level of Achievement	Person Responsible
<p>Curriculum and Instruction:</p> <p>Continue to work with the Intensive Learning Program (ILP) and the Developmental Learning Program (DLP) staff in order to develop a consistent program to meet the individual needs of our students.</p>	<ul style="list-style-type: none"> • Vertical articulation between Clarke and Lexington High School • ILP and DLP staff will meet with and observe high school staff in order to maintain a consistent program and assist with the transition to high school • Provide administrative visibility and support for teachers working with parents and students • Develop a survey for parents and staff • Involve a hands-on consultant to review ILP report (from 2008-09 school year) • Provide a weekly meeting time for staff to communicate and plan. • Provide training for general education staff working with students in the ILP and DLP program in their classrooms 	<p>2009-2010 school year</p>	<ul style="list-style-type: none"> • Spaces provided for programs are arranged specifically to meet student needs • Staff working in the two programs collaborate frequently with each other, other special education personnel, and regular education faculty • Staff in the two programs approach administration with positive feedback and concerns about the effectiveness of the programs • Staff and administration collaborate to problem-solve when necessary • Continue Laidback Lunch program to 5 days per week to meet the social and emotional needs of students 	<ul style="list-style-type: none"> • ILP and DLP programs housed in an appropriate space • Fully staff ILP and DLP as budgeted • Administrators will take an active role in these programs by participating in program events and daily procedures • Provide general education faculty with a better understanding of the population • Provide IA training to support ILP/DLP student population 		<p>Principal Assistant Principals SPED Staff</p>