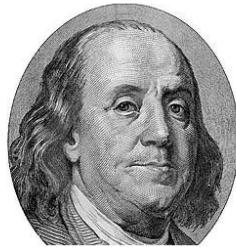# KENMORE-TONAWANDA UFSD

INSTRUCTIONAL IMPROVEMENT PLAN
2012-2013

Benjamin Franklin Middle School

Kevin Kruger, Principal
Daniel Charland, Assistant Principal

PLAN OUTLINE

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SCHOOL INFORMATION

SCHOOL: Franklin Middle School   **DISTRICT:** Kenmore-Town of Tonawanda USFD

SCHOOL ADDRESS: 540 Parkhurst Boulevard, Buffalo, NY 14223

TELEPHONE: 716-874-8404   **FAX:** 716-874-8480

SCHOOL CONTACT PERSON: Kevin Kruger, Principal   Dan Charland, Assistant Principal

POSITION/TITLE	PRINT/TYPE NAME	SIGNATURE*
PRINCIPAL:	Kevin Kruger	
KTA BUILDING REPRESENTATIVE:	Franca Jesella	
PARENTS' ORGANIZATION REPRESENTATIVE:	Justine Springborn	
STUDENT REPRESENTATIVE: *(Encouraged for middle schools, recommended for high schools)*	N/A	
CURRICULUM LEARNING SPECIALIST:	Amy Donn	
ASSISTANT SUPERINTENDENT:	Janet Gillmeister	

* Indicates that the person has reviewed this document. Comments may be attached to this plan

MEMBERSHIP TABLE:

Name	Position / Constituency Represented	Signature**
Kevin Kruger**	Principal	
Daniel Charland**	Assistant Principal	
Julie Moore**	Teacher/ELA Department Chair	
Jennifer Goulette**	Teacher/Math Department Chair	
Cindy Dragone**	Teacher/ELA	
Nicole Whitfield**	Teacher/ELA	
Shelia Eberhard**	Teacher/ELA AIS	
Jeanette Yoder**	Teacher/ELA AIS	
Kathleen Reiser**	Teacher/ELA AIS	
Michelle Hocking**	Teacher/ELA	
John Burns**	Teacher/ELA	
Robin Hall**	Teacher/Math	
Marty Madore**	Teacher/Math	
Rachael Lozo**	Teacher/Math	
David Dlugosz**	Teacher/Math	
Jamie Scime**	Teacher/Math AIS	
Susan Zummo**	Teacher/Math AIS	
Joyce Beers**	Special Education Teacher	
Jen Fay**	Special Education Teacher	
Lisa Chimera**	Special Education CLS - Secondary	
Justine Springborn	Parent/PTA Co-president	
Kate Polly	School Psychologist	

* Indicates participation in the development of the Instructional Improvement Plan.

<u>PART I: DISTRICT VISION AND SCHOOL MISSION</u>

District Vision
We educate, prepare, and inspire all students to achieve their highest potential.

BENJAMIN FRANKLIN MIDDLE SCHOOL

OUR VISION

Our school strives to foster a strong sense of community, which emphasizes academic excellence and character development through collaborative leadership.

OUR MISSION

<u>In Our Community</u>

We will...

- ❖ Create and maintain a safe environment that is aesthetically pleasing

- ❖ Recognize, celebrate, and share our school's success with the community

- ❖ Innovate and be proactive in meeting the needs of every student

<u>In Academics</u>

We will...

- ❖ Identify specific goals and support one another in the pursuit of academic excellence

- ❖ Commit to the academic excellence of every student

<u>With Leadership</u>

We will...

- ❖ Actively participate in the role of leader and learner

- ❖ Be accountable; success or struggle

(FMS Planning Team: Adopted Spring 2008)

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL:

Benjamin Franklin Middle School (FMS) is one of three middle schools in the Kenmore-Town of Tonawanda UFSD. Adjoined to Benjamin Franklin Elementary School, it is located in the southeast corner of the Town of Tonawanda, bordering on the City of Buffalo, and the Town of Amherst. FMS draws students from four district elementary schools (Benjamin Franklin, Thomas Edison, Alexander Hamilton, & Thomas Jefferson) with the majority coming from Franklin Elementary. FMS enrollment currently stands at 486 students. The Franklin Complex includes a large athletic field and playground. Bordering the Town of Tonawanda's Lincoln Park, affords the school additional green space including tennis courts, and the large, well-maintained Sparky Adams athletic track and field.

The population of FMS is primarily Caucasian (approximately 84%) with a growing diversity of African Americans (approximately 8%), Hispanics (approximately 4%) and Native Americans + Asian or Pacific Islander (approximately 4%). This provides a culturally rich educational setting which mirrors the population trends of the Town of Tonawanda.

Although the attendance rate has remained stable at 95%, Ben Franklin Middle School does utilize the services of the Town of Tonawanda Police Department's Truancy Intervention Program (TIP) and Child Protective Services as needed. A total of fourteen (14) students were referred to TIP in 2011-2012 as of May, 2012.

The surrounding neighborhood is economically diverse, varying from middle to low income, with pockets of higher income families interspersed within the school boundaries. Growing percentages (48%) of FMS families were eligible for free and reduced lunches in 2011-2012.

In terms of its needs and its resources, FMS is classified by The New York State Education Department as having average student need in relation to district resource capacity similar to Kenmore, Amherst, Cleveland Hill, and North Tonawanda Middle Schools.

The Kenmore-Town of Tonawanda community is highly supportive of the school district as evidenced by a series of successful budget votes, as well as the support of long-term capital improvement projects. The most recent of which will provide for exterior door, roofing, electrical, ventilation and ADA compliance upgrades throughout FMS. The Franklin Complex is a focal point of community interaction, in use daily for community activities and sporting events. The role of the school, in a neighborhood where many families are experiencing economic uncertainty cannot be understated.   In support of

student achievement strong home-school relationships are required, and extra-curricular student involvement is encouraged. To these ends five (5) "meet the teacher" nights are hosted throughout the year and frequent teacher-parent communication via telephone and student agenda is encouraged. In addition, the staff at FMS supervises more than twenty (20) after-school activity programs, fifteen (15) extra-mural, and twelve (12) modified sports programs throughout the year. Two (2) school counselors, two (2) school psychologists (1.4 FTE) and the Ken-Ton Family Support Center (on a referral basis) provide students, and their families, individual and group counseling at no charge. Thirty-seven (37) Franklin families utilized the Family Support Center in 2011-2012 (as of May, 2012).

FMS's organizational plan follows that of a traditional middle school. Teachers are organized into interdisciplinary teams among which students are for the most part heterogeneously assigned. In Grade 6, English Language Arts, Science, Mathematics, Social Studies, and Reading are "on-team" as core subjects. Additional staff provides Academic Intervention Services (AIS) in ELA (Read 180) and Mathematics (push-in & pullout) as necessary. In Grades 7 and 8 teachers "loop" with their students through both academic years, where English Language Arts, Mathematics, Science, and Social Studies are "on-team" as core subjects. Academic Intervention Services are provided for English Language Arts and Mathematics on a monitor, push-in, or pullout basis as determined by student need. Course work in Family and Consumer Sciences, Physical Education, Computers, Art, Music, Technology, and Languages Other than English (French, Spanish, & German) are also offered.

Qualifying students in Grade 8 may obtain New York State High School Regents Credit in Algebra and Earth Science. Forty-two (42) students in 6th and 7th grade participate in additional Gifted and Talented instruction, while eight (7) students receive English as a Second Language support.

One hundred percent (100%) of the teachers at Franklin Middle School are "highly qualified" as defined by the New York State Education Department. They are supported by thirteen (13) teacher aides and two (2) administrative personnel (one principal and one assistant principal). The teacher turnover rate was 0%.

FMS provides academic support to eighty-eight (88) students through specialized program accommodations. These accommodations include Individual Education Plans (72 students) or Section 504 modifications (16 students). These services are provided primarily through participation in a co-teaching program, receiving either indirect or direct services in up to four (4) core academic subjects (English Language Arts, Mathematics, Science, and Social Studies). The most   intensive academic

support services are provided through self-contained classroom settings, incorporating strict student teacher ratios of 15:1 and one aide, or 8:1 with one aide. FMS is the only middle school in the district with an 8:1 program. Erie I BOCES supports two (2) additional self-contained special education classes within the building.

FMS is classified by the New York State Department of Education as a school in good standing. It has continued to meet adequate yearly progress as required by New York State in all subjects (English Language Arts, Mathematics, and Science), and sub-groups (students with disabilities; economically disadvantaged; and specific ethnic groups).

Fidelity and Efficacy Summary of the 2010-2011 IIP

Activity Planned actions in support of the identified strategy	Fidelity Have we done what we said we were going to do?	Efficacy How well did we do it and how do we know? What difference did our actions make?
1. Provide Professional Development on Boces Software used to score and analyze CFA results.	Yes/No	Aide identified as lead person for scanning purposes, limited professional development to analyze data was provided.
2. Establish a "Digital Data Wall" in first class.	YES	The FMS English department maintained a digital record of LASW work and suggestions
3. English/Reading Teachers administer 1st CFA in first semester	YES	Calendar of administration was determined by District and followed by teachers.
4. English/Reading Teachers will collect, analyze and discuss data.	YES	There have been noticeable gains in individual teacher comfort with analyzing and discussing data; student growth has resulted due to changes made to instructional plan based on CFA data.
5. ELA & Reading teachers commit to strategies that work and modify instruction (through flexible grouping	YES	Teachers have worked together to identify and implement instructional strategies to improve student growth on specific performance indicators within individual classrooms.
Activity Planned actions in support of the identified strategy	Fidelity Have we done what we said we were going to do?	Efficacy How well did we do it and how do we know? What difference did our actions make?
1. Determine characteristics of Level 4 students responses	YES	Teachers identified reading level characteristics and writing level characteristics of students achieving distinction level score in Sept 2011
2. Share the characteristics with team members	YES	Teachers identified reading level characteristics and writing level characteristics of students achieving distinction level score in Sept 2011
3. Identify students who have scored close to distinction on 2011 NYS ELA,, and/or other classroom measures (CFA, reading lexile, classroom performance), to be targeted for differentiated instruction	YES	Differentiated instruction was applied as indicated in LASW notes within classroom grouping and again according to each CFA administered.
4.Teachers will provide appropriate differentiated instruction through flexible grouping, collaborative learning and peer teaching to replicate performances of those achieving distinction of the NYS ELA	YES	Differentiated instruction was applied as indicated in LASW notes within classroom grouping and again according to each CFA administered.

Math Activity Planned actions in support of the identified strategy	Fidelity Have we done what we said we were going to do?	Efficacy How well did we do it and how do we know? What difference did our actions make?
Teachers will continue to use of all components of the Holt resource.	Yes	All math teachers have been using the Holt resources. Common language being used among teachers. There is a common resource that will be used throughout middle school for all students. Evidence: • Lesson Plans Impact: • Vertical alignment grades 6-8 • Differentiated instruction
Teachers will incorporate video tutorials and other interactive activities where applicable into their instruction.	Yes	Based upon lesson plans, walk-throughs, and department meetings, teachers are using video tutorials and the e-tablet. Multiple methods of presenting information strengthens student understanding.
Teachers will create usernames and passwords for their classes for all online resources.	Yes	Students have usernames and passwords for Holt, Castle Learning, and Fastt Math. This has increased access for students and parents with regard to resources available.
Teachers will create at least one online assignment focused on the power standard(s) for each unit.	Yes	Teachers have posted online assignments.
Students will complete online assignments and subsequent intervention and/or enrichment until all reach proficiency.	Yes/No	Students completing the assignments are receiving enrichment either from teacher or the program itself. (Castle learning provides hints when student get an incorrect response. FASTT Math repeats basic math facts until mastered.) Proficiency still lacking in weakest students. Many students are making positive gains with regard to the power standards. Some students have difficulty accessing a computer to complete assignments due to lack of computer at home. Evidence: • SAM Data

Milestone: For each common formative assessment, students will demonstrate varying levels of proficiency based on the administration date.

Evaluation: The baseline administration in September anticipates 20% of students will demonstrate proficiency. The subsequent administrations will demonstrate 40% in November, 60% in January, and 80% in March. *See appendix for results for each benchmark date.*

Follow-up: Adjust activities based on the percent of students demonstrating proficiency.

PART III: DATA COLLECTION – SECTIONS A, B, AND C

PART III - SECTION A: School Demographic Data

STUDENT INFORMATION	PERCENT OR NUMBER
Grades served	*6, 7, & 8*
Enrollment (total number of students served)	*484*
Mobility Rate (%) Mobility is defined in BEDS. Please use BEDS data.	
Attendance Rate (%)	*95 %*
Suspensions	*38*
Percent of economically disadvantaged/ low-income students (eligible for free or reduced lunch)	*48%*
Total number of general education students	*412*
Total number of students with disabilities (receiving IEP-mandated services)	*72*
Number of self-contained special education classes (For high schools: total number, in all subject areas, of special education self-contained classes)	*4 (reduced to 3 in December, 2012 when one class was closed due to no enrollment)*
Number of students in general education classes receiving IEP-mandated services	*50*
Number of special education students declassified this year	*0*
Percent of recent immigrants (One year or less in United States)	*0.004%*
Number of English Language Learners (ELL)/ limited English proficient (LEP)	*7*
Total number of students receiving ESL services	*7*
Number of ELL/LEP students identified for special education	*1*
Number of ELL/LEP students attaining proficiency in English	*1 (student is not included in the number above as he has tested out of ESL*
Number of general education preschool students	*0*
Number of special education preschool students	*0*
Number of students in alternative programs ALP/OSP/GED	*4*
Number of homeless students or students in temporary housing	*4*

Ethnic and gender data: Please use the following equation…Number in subgroup/TOTAL number of students= %

White: 407/484 = 84.09%	*Asian or Pacific Islander: 14/484 = 2.89%*	*Male: 257/484 = 53.09%*
Black: 39/484 = 8.05%	*American Indian / Alaskan Native: 4/484 = 0.1%*	*Female: 227/484= 46.9%*
Hispanic: 20/484 = 4.13%		

*in percent or number…Indicate data can be found in appendix and attach Starbase and /or D.W. data.

STAFF INFORMATION	PERCENT OR NUMBER
Total number of full time teachers assigned to your building	*46*
Percent of part time teachers fully licensed and permanently assigned to the department	*100%*
Percent of full or part time teachers with more than 2 years teaching in this department	*98%*

STAFF INFORMATION	PERCENT OR NUMBER
Percent of full or part time teachers with more than 5 years teaching anywhere	96%
Percent of full or part time teachers with Masters Degree or higher	100%
Number of administrators	2
Number of guidance counselors	2
Number of school psychologists	1.4
Number of social workers	0
Number of speech therapists	.4
Number of school nurses	1
Number of teacher assistants	0
Number of teacher aides	13
Number of school safety agents (ie; security personnel, SROs, etc)	0

PART III - SECTION B: School Achievement Data

FMS Trend Data

Grade 6 ELA 2010-2011

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STANDARD	PI	ITEM	YEAR	FMS	Erie1	GAPS
01. Information/Understanding	Recognize organizational formats to assist in comprehension of informational texts	11-MC	2010-11	48.20%	61.31%	-13.05%
01. Information/Understanding	Identify missing, conflicting, unclear, and irrelevant information	21-MC	2008-09	48.13%	59.62%	-11.49%
03. Critical Analysis & Eval	Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting	08-MC	2010-11	63.95%	75.06%	-11.11%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2008-09	62.25%	72.72%	-10.47%
01. Information/Understanding	Identify information that is implied rather than stated	18-MC	2008-09	58.13%	67.91%	-9.78%
02. Lit Response & Expression	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	24-MC	2008-09	50.00%	59.71%	-9.71%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2009-10	59.15%	68.58%	-9.43%
03. Critical Analysis & Eval	Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting	16-MC	2007-08	78.03%	86.65%	-8.62%
02. Lit Response & Expression	Define characteristics of different genres	20-MC	2009-10	41.82%	50.39%	-8.57%
04. Core PI - Writing	Use correct grammatical construction in complete simple, compound, and complex sentences, using corr	51-MC	2010-11	60.47%	68.59%	-8.12%
01. Information/Understanding	Read to collect and interpret data, facts, and ideas from multiple sources	24-MC	2009-10	78.79%	86.65%	-7.86%
02. Lit Response & Expression	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	37-MC	2010-11	77.91%	85.75%	-7.84%
01. Information/Understanding	Identify information that is implied rather than stated	09-MC	2010-11	58.14%	65.92%	-7.78%
02. Lit Response & Expression	Listening/Writing cluster	27-CR	2007-08	61.97%	69.62%	-7.65%
01. Information/Understanding	Read to collect and interpret data, facts, and ideas from multiple sources	19-MC	2010-11	61.63%	69.26%	-7.63%
03. Critical Analysis & Eval	Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue prese	57-CR	2010-11	67.30%	74.88%	-7.58%
03. Critical Analysis & Eval	Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting	21-MC	2009-10	64.85%	72.33%	-7.48%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2006-07	62.50%	69.95%	-7.45%
02. Lit Response & Expression	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	17-MC	2009-10	80.61%	87.87%	-7.26%
02. Lit Response & Expression	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	29-MC	2010-11	57.56%	64.53%	-6.97%
01. Information/Understanding	State a main idea and support it with details and examples	55-CR	2010-11	61.05%	67.69%	-6.64%
02. Lit Response & Expression	Identify the ways in which characters change and develop throughout a story	09-MC	2009-10	87.88%	93.95%	-6.07%
01. Information/Understanding	Read to collect and interpret data, facts, and ideas from multiple sources	21-MC	2010-11	79.65%	85.69%	-6.04%
02. Lit Response & Expression	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	34-MC	2010-11	56.40%	62.32%	-5.92%
02. Lit Response & Expression	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	04-MC	2010-11	68.60%	74.47%	-5.87%
02. Lit Response & Expression	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to cr	28-MC	2010-11	48.26%	54.11%	-5.85%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2007-08	65.66%	71.44%	-5.78%
02. Lit Response & Expression	Listening/Writing cluster	27-CR	2008-09	71.00%	76.77%	-5.77%
04. Core PI - Writing	Use correct grammatical construction in parts of speech, such as nouns, adjectives and adverbs (comp	52-MC	2010-11	86.63%	92.39%	-5.76%
02. Lit Response & Expression	Identify the ways in which characters change and develop throughout a story	06-MC	2007-08	77.46%	83.21%	-5.75%
01. Information/Understanding	Read to collect and interpret data, facts, and ideas from multiple sources	08-MC	2008-09	81.25%	86.98%	-5.73%
02. Lit Response & Expression	Define characteristics of different genres	07-MC	2007-08	82.08%	87.66%	-5.58%
02. Lit Response & Expression	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	33-MC	2010-11	68.60%	74.17%	-5.57%

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FMS MC Report
Grade 6 ELA
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Number of Responses as values			Incorrect Resp 1	Incorrect Resp 2	Incorrect Resp 3	Incorrect Resp 4	Incorrect
02. Lit Response & Expression	Define characteristics of different genres	38-MC	6	9	15	0	30
	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	29-MC	18	14	0	40	72
		33-MC	0	28	12	11	51
	Identify a character's motivation	43-MC	1	0	0	0	1
		44-MC	19	1	9	0	29
	Identify cultural and historical influences in texts and performances	46-MC	0	10	10	10	30
	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	01-MC	15	25	0	13	53
		04-MC	20	22	12	0	54
		05-MC	4	5	0	3	12
		14-MC	9	0	5	10	24
		16-MC	15	24	21	0	60
		34-MC	39	0	1	32	72
		35-MC	6	15	0	0	21
		37-MC	17	8	10	0	35
	Read, view, and interpret texts from a variety of genres	02-MC	2	0	1	1	4
		06-MC	0	0	3	4	7
		30-MC	0	2	4	15	21
	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to cr	13-MC	8	1	0	5	14
		15-MC	18	33	22	0	73
		27-MC	19	16	0	18	53
		28-MC	46	0	21	21	88
	Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in pre	45-MC	25	15	22	0	62

Discriminator Q

Grade 7 ELA

2010-2011
27 MC 37.10% Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary 28 MC 39.96% Interpret characters, plot, setting and theme using evidence from text.

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FMS

Grade 7 ELA 2010-2011

Standard	PI	Item	Year	FMS	Erie1	Gaps
U2. Lit Response & Expression	Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret po	14-MC	2010-11	44.85%	60.15%	-15.30%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	56-CR	2010-11	61.82%	76.20%	-14.38%
U2. Lit Response & Expression	Identify the author's point of view, such as first-person narrator and omniscient narrator	01-MC	2009-10	58.13%	71.60%	-13.47%
U1. Information/Understanding	Observe the rules of punctuation, capitalization, and spelling; use correct grammatical construction	55-CR	2006-07	28.98%	41.55%	-12.57%
U2. Lit Response & Expression	Determine how the use and meaning of literary devices (e.g., symbolism, metaphor, simile, alliterati	11-MC	2008-09	35.75%	47.64%	-11.89%
U2. Lit Response & Expression	Identify a purpose for reading	35-MC	2010-11	65.45%	77.34%	-11.89%
U3. Critical Analysis & Eval	Evaluate examples, details, or reasons used to support ideas	22-CR	2006-07	71.02%	81.90%	-10.88%
U1. Information/Understanding	Interpret data, facts, and ideas from informational texts by applying thinking skills, such as defin	08-MC	2006-07	64.77%	75.26%	-10.49%
U1. Information/Understanding	Draw conclusions and make inferences on the basis of explicit information	29-MC	2009-10	75.63%	85.75%	-10.12%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	28-CR	2008-09	67.60%	76.98%	-9.38%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	20-MC	2007-08	61.08%	70.20%	-9.12%
U2. Lit Response & Expression	Determine how the use and meaning of literary devices (e.g., symbolism, metaphor, simile, alliterati	12-MC	2010-11	41.82%	50.40%	-8.58%
U1. Information/Understanding	Draw conclusions and make inferences on the basis of explicit information	45-MC	2010-11	76.97%	85.45%	-8.48%
U3. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	27-CR	2008-09	65.64%	73.99%	-8.35%
U1. Information/Understanding	Observe the rules of punctuation, capitalization, and spelling; use correct grammatical construction	35-CR	2008-09	51.77%	60.04%	-8.27%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	02-MC	2006-07	46.02%	54.14%	-8.12%
U3. Critical Analysis & Eval	Present clear analysis, using examples, details, and reasons from text	33-CR	2006-07	75.57%	83.69%	-8.12%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	23-MC	2010-11	56.97%	64.97%	-8.00%
U1. Information/Understanding	Recall significant ideas and details, and describe the relationships between and among them	31-MC	2007-08	76.35%	84.22%	-7.87%
U1. Information/Understanding	Draw conclusions and make inferences on the basis of explicit and implied information	26-MC	2006-07	70.45%	78.24%	-7.79%
U2. Lit Response & Expression	Interpret characters, plot, setting, and theme, using evidence from the text	24-MC	2010-11	54.55%	62.20%	-7.65%
U3. Critical Analysis & Eval	Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes,	34-CR	2006-07	77.56%	85.10%	-7.54%
U1. Information/Understanding	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	10-MC	2007-08	63.05%	70.58%	-7.53%
U1. Information/Understanding	Interpret data, facts, and ideas from informational texts by applying thinking skills, such as defin	02-MC	2010-11	64.85%	72.37%	-7.52%
U3. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	25-MC	2009-10	49.38%	56.88%	-7.50%
U1. Information/Understanding	Identify missing, conflicting, or unclear information	41-MC	2010-11	56.97%	64.09%	-7.12%
U3. Critical Analysis & Eval	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	11-MC	2007-08	71.92%	78.53%	-6.61%
U2. Lit Response & Expression	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	28-CR	2009-10	74.38%	80.89%	-6.51%
U1. Information/Understanding	Interpret characters, plot, setting, and theme, using evidence from the text	06-MC	2007-08	78.82%	85.30%	-6.48%
U1. Information/Understanding	Compare and contrast information from a variety of different sources	12-MC	2006-07	64.20%	70.66%	-6.46%
U3. Critical Analysis & Eval	Use knowledge of structure, content, and vocabulary to understand informational text	09-MC	2006-07	82.95%	89.35%	-6.40%
U1. Information/Understanding	Evaluate examples, details, or reasons used to support ideas	25-MC	2010-11	59.39%	65.78%	-6.39%
U1. Information/Understanding	Draw conclusions and make inferences on the basis of explicit and implied information	13-MC	2006-07	61.36%	67.74%	-6.38%
U1. Information/Understanding	Recall significant ideas and details, and describe the relationships between and among them	29-MC	2006-07	82.55%	89.15%	-6.20%
U2. Lit Response & Expression	Recall significant ideas and details, and describe the relationships between and among them	32-MC	2007-08	80.30%	86.46%	-6.16%
U1. Information/Understanding	Recognize how the author's use of language creates images or feelings	04-MC	2006-07	50.00%	56.13%	-6.13%
U3. Critical Analysis & Eval	Use knowledge of structure, content, and vocabulary to understand informational text	01-MC	2010-11	81.21%	87.23%	-6.02%
U3. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	13-MC	2007-08	72.41%	78.29%	-5.88%
U1. Information/Understanding	Evaluate examples, details, or reasons used to support ideas	15-MC	2010-11	64.85%	70.40%	-5.55%
	Draw conclusions and make inferences on the basis of explicit information	34-CR	2008-09	78.21%	83.69%	-5.48%

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01. Information/ Understanding	Number of Responses as values		Incorrect Resp 1	Incorrect Resp 2	Incorrect Resp 3	Incorrect Resp 4	Incorrect
	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	06-MC	0	10	2	5	17
	Distinguish between relevant and irrelevant information	18-MC	7	8	0	9	24
		39-MC	29	12	0	5	46
	Draw conclusions and make inferences on the basis of explicit and implied information	05-MC	32	0	20	11	63
		16-MC	2	3	12	0	17
	Draw conclusions and make inferences on the basis of explicit information	44-MC	31	43	0	4	78
		45-MC	0	16	18	4	38
	Identify a purpose for reading	22-MC	3	0	5	2	10
	Identify missing, conflicting, or unclear information	41-MC	0	24	12	34	70
	Interpret data, facts, and ideas from informational texts by applying thinking skills, such as defin	02-MC	4	0	29	25	58
		04-MC	4	0	7	10	21
		15-MC	0	2	0	2	4
		17-MC	9	0	3	5	17
		37-MC	1	2	2	0	6
		38-MC	4	5	0	11	20
	Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral informat	46-MC	0	0	33	6	39
	Recall significant ideas and details, and describe the relationships between and among them	42-MC	0	2	25	0	27
		43-MC	12	0	14	2	28
	Use knowledge of structure, content, and vocabulary to understand informational text	01-MC	9	18	4	0	31
		19-MC	9	4	7	0	20
		40-MC	12	0	8	7	27

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Grade 8 ELA

Standard	PI	Item	Year	FMS	Erie1	Gaps
02. Lit Response & Expression	Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret po	30-MC	2010-11	60.98%	74.20%	-13.22%
01. Information/Understanding	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from	03-MC	2010-11	66.46%	78.10%	-11.64%
02. Lit Response & Expression	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	23-MC	2007-08	60.47%	71.70%	-11.23%
01. Information/Understanding	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from	02-MC	2010-11	61.59%	72.60%	-11.01%
01. Information/Understanding	Draw conclusions and make inferences on the basis of explicit and implied information	13-MC	2010-11	73.78%	84.61%	-10.83%
03. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	18-MC	2009-10	54.59%	64.60%	-10.01%
01. Information/Understanding	Condense, combine, or categorize new information from one or more sources	01-MC	2010-11	62.20%	71.95%	-9.75%
01. Information/Understanding	Use knowledge of structure, content, and vocabulary to understand informational text	16-MC	2010-11	54.88%	64.53%	-9.65%
02. Lit Response & Expression	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	09-MC	2010-11	76.22%	85.74%	-9.52%
01. Information/Understanding	Identify missing, conflicting, or unclear information	15-MC	2010-11	59.15%	68.59%	-9.44%
01. Information/Understanding	Support ideas with examples, definitions, analogies, and direct references to the text	48-CR	2010-11	64.94%	74.22%	-9.28%
04. Core PI - Writing	Use correct grammatical construction in parts of speech, such as nouns; adjectives and adverbs (comp	52-MC	2010-11	54.27%	63.49%	-9.22%
02. Lit Response & Expression	Recognize how the author's use of language creates images or feelings	07-MC	2010-11	53.66%	62.80%	-9.14%
01. Information/Understanding	Identify a purpose for reading	26-MC	2008-09	67.31%	76.35%	-9.04%
03. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	08-MC	2007-08	47.67%	56.61%	-8.94%
01. Information/Understanding	Draw conclusions and make inferences on the basis of explicit and implied information	23-MC	2009-10	68.11%	76.75%	-8.64%
02. Lit Response & Expression	Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illus	21-MC	2009-10	55.14%	63.67%	-8.53%
02. Lit Response & Expression	Draw conclusions and make inferences on the basis of explicit and implied information	56-CR	2010-11	56.40%	64.53%	-8.13%
02. Lit Response & Expression	Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illus	16-MC	2009-10	74.05%	82.08%	-8.03%
03. Critical Analysis & Eval	Evaluate examples, details, or reasons used to support ideas	38-MC	2010-11	67.68%	75.70%	-8.02%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2007-08	72.09%	80.03%	-7.94%
03. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	14-MC	2008-09	53.37%	61.30%	-7.93%
01. Information/Understanding	Use indexes to locate information and glossaries to define terms	26-MC	2009-10	75.68%	83.43%	-7.75%
04. Core PI - Writing	Use correct grammatical construction in simple/compound/complex sentences; note especially subject-v	51-MC	2010-11	31.10%	38.74%	-7.64%
01. Information/Understanding	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	12-MC	2009-10	74.05%	81.65%	-7.60%
01. Information/Understanding	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	09-MC	2008-09	74.52%	81.95%	-7.43%
02. Lit Response & Expression	Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illus	35-MC	2009-10	78.38%	85.71%	-7.33%
01. Information/Understanding	Draw conclusions and make inferences on the basis of explicit and implied information	05-MC	2009-10	87.03%	94.09%	-7.06%
04. Core PI - Writing	04. Core PI - Writing	04. Core PI	04. Core PI	43.90%	50.66%	-6.76%
03. Critical Analysis & Eval	Reading/Writing cluster	28-CR	2006-07	72.57%	79.02%	-6.45%
01. Information/Understanding	Listening/Writing cluster	27-CR	2009-10	72.32%	78.61%	-6.29%
01. Information/Understanding	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from	22-MC	2006-07	66.49%	72.64%	-6.15%
03. Critical Analysis & Eval	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text	18-MC	2008-09	68.75%	74.87%	-6.12%

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	Number of Responses as values		Incorrect Resp 1	Incorrect Resp 2	Incorrect Resp 3	Incorrect Resp 4	Incorrect
01. Information/ Understanding	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from	02-MC	3	35	25	0	63
		03-MC	0	20	11	24	55
		12-MC	0	6	12	5	23
		22-MC	0	6	0	2	8
		23-MC	7	7	0	3	17
		24-MC	2	6	4	0	12
	Condense, combine, or categorize new information from one or more sources	01-MC	0	12	4	46	62
		34-MC	6	5	0	5	16
		35-MC	34	11	17	0	62
	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and stru	33-MC	0	17	33	64	114
	Distinguish between relevant and irrelevant information	21-MC	1	6	0	13	20
	Draw conclusions and make inferences on the basis of explicit and implied information	04-MC	0	5	10	2	17
		13-MC	21	2	20	0	43
		44-MC	28	6	14	0	48
		45-MC	0	0	0	1	1
		46-MC	4	0	9	0	13
	Identify a purpose for reading	06-MC	1	0	15	28	44
	Identify missing, conflicting, or unclear information	15-MC	34	23	0	10	67
		31-MC	17	8	25	0	50
	Recall significant ideas and details and the relationships between and among them	42-MC	2	0	1	0	3
		43-MC	2	0	21	39	62
	Use knowledge of structure, content, and vocabulary to understand informational text	16-MC	0	16	28	30	74

Item Difficulty and Response Gap Analysis by Location

This report displays item analysis success rate by the location (with choice of all students, General Ed, or Special Ed) compared to the district (same choice of all, Gen Ed or Sp Ed), all students in the BOCES component districts, and regional success rates (aggregate of all WNY student data), along with MC responses selected (correct response highlighted, and optional negative gap analysis) and CR points earned, for the assessment, location, and school year selected.

Kenmore   Ben Franklin MS   Grade 6 Math - Jun 30, 2009   Item Difficulty and Response CR Questions - Gap & Distribution of Points
Education Type - Special Education

Standard	Performance Indicator	Question	Location Success Rate (32)	District Success Rate (117)	Erie 1 BOCES (5,483)	Regional Success Rate (32401)	GAP to District	GAP to Erie 1 BOCES	GAP to Region	Max Value	CR Points 0	CR Points 1	CR Points 2	CR Points 3	CR Points 4	CR Points 5
Statistics/ Probability	Justify predictions made from data	34-CR	74.0%	67.5%	76.8%	74.2%	6.44%	-2.85%	-0.28%	3	0	3	19	10	0	0

Item Difficulty and Response Gap Analysis by Location

This report displays item analysis success rate by the location (with choice of all students, General Ed, or Special Ed) compared to the district (same choice of all, Gen Ed or Sp Ed), all students in the BOCES component districts, and regional success rates (aggregate of all WNY student data), along with MC responses selected (correct response highlighted, and optional negative gap analysis) and CR points earned, for the assessment, location, and school year selected.

Kenmore   Ben Franklin MS   Grade 7 Math - Jun 30, 2010   Item Difficulty and Response CR Questions - Gap & Distribution of Points

Education Type - Special Education

Standard	Performance Indicator	Question	Location Success Rate (33)	District Success Rate (123)	Erie 1 BOCES (5,576)	Regional Success Rate ()	GAP to District	GAP to Erie 1 BOCES	GAP to Region	Max Value	CR Points 0	CR Points 1	CR Points 2	CR Points 3	CR Points 4	CR Points 5
Statistics/ Probability	Record data in a frequency table	35-CR	49.5%	49.9%	81.5%	74.4%	-0.37%	-31.96%	-24.96%	3	8	9	8	8	0	0

PART IV NEEDS ASSESSMENT:
Analysis of Student Achievement and Program Effectiveness

Conclusion Statement #1 - English Language Arts

Grade 6

Given the NYS ELA Assessment in 6th Grade, all 6th Grade students at FMS demonstrated the following success rates as compared with students at Erie 1 BOCES, from 2007-2008 through 2010-2011 on the CCLS L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2007-08	80.35%	83.79	-3.64%
2008-09	50.00%	59.71%	-9.71%
2009-10	92.12%	95.66%	-3.54%
2010-11	68.60%	74.17%	-5.57%

Concurrent data :

Given analysis of the Kenton District Common Formative Assessments in 6th grade at FMS in 2011-2012, teachers identified tier two vocabulary as an academic weakness/ student need on two out of three CFA cycles.

Instructional Shift # 6 to Implementation of Common Core Learning Standards demands that teachers address academic vocabulary that are necessary for success across disciplines.

Grade 7

Given the Given the NYS ELA Assessment in 7th Grade, all 7th Grade students at FMS demonstrated the following success rates as compared with students at Erie 1 BOCES, from 2006-2007 through 2010-2011 on the CCLS L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2006-07	80.68%	84.85%	-4.17%
2007-08	63.05%	70.58%	-7.53%
2007-08	71.92%	78.53%	-6.61%
2010-11	81.21%	87.23%	-6.02%

Concurrent Data:

Given analysis of the Kenton District Common Formative Assessments in 7th grade at FMS in 2011-2012, teachers identified tier two vocabulary as an academic weakness/student need on two out of three CFA cycles.

Instructional Shift # 6 to Implementation of Common Core Learning Standards demands that teachers address academic vocabulary that are necessary for success across disciplines.

Grade 8

Given the NYS ELA Assessment in 8th Grade, all 8th Grade students at FMS demonstrated the following success

rates as compared with students at Erie 1 BOCES, from 2007-2008 through 2010-2011 on the CCLS L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2007-08	76.74%	82.74%	-6.00%
2008-09	74.52%	81.95%	-7.43%
2009-10	74.05%	81.65%	-7.60%
2010-11	54.88%	64.53%	-9.65%

Concurrent Data:

Given analysis of the Kenton District Common Formative Assessments in 7th grade at FMS in 2011-2012, teachers identified tier two vocabulary as an academic weakness/student need on cycle three CFA cycles.

Instructional Shift # 6 to Implementation of Common Core Learning Standards demands that teachers address academic vocabulary that are necessary for success across disciplines.

Root Cause(s)
- Teachers are not targeting Tier Two words/ academic vocabulary for instruction
- Students don't know what to do when they reach an unfamiliar word or phrase

Implications for Instructional Programming
- Teachers need to provide direct instruction of academic vocabulary
- Teachers need to systematically instruct students how to "word solve" for meaning and comprehension
- Teachers need to identify and routinely employ more complex texts in the classroom.

Based upon the above analysis, the following priorities have been identified beginning with the 2012-2013 school year:
     1) Teach Tier Two/ academic vocabulary in each grade level to develop
       background knowledge and word solving strategies (three year program).
     2) Identify and work into instructional units, with scaffolding, more complex   reading material; over time phase out lower level materials.

Conclusion Statement # 2 - English Language Arts (Distinction)

Given the Grade 6, Grade 7 and Grade 8 NYS English Language Arts Assessment at Franklin Middle School, the students performed with the following distinction levels on the assessment.

Students Achieving Distinction (Level 4) on NYS ELA					
	06-07	07-08	08-09	09-10	10-11
Grade 6	5 %	3 %	7 %	4 %	6.4%
Grade 7	2 %	4 %	4 %	9 %	3 %
Grade 8	7 %	3 %	4 %	3 %	1.2%

Root Causes for Conclusion Statement #2

- Students scoring at a high level 3 or low level 4 have not been consistently identified for targeted instruction.
- Students are not consistently questioned about text in a manner commensurate with state questioning methods.
- Students do not apply higher order thinking skills to reading and writing.
- Teachers have not explicitly identified characteristics of level 4 writing as they are differentiated from level 3 writing on the rubric.
- Given the make up latest changes of the NYS ELA, teachers have not explicitly identified the characteristics of level 4 achievement on the combined scores of the test.

Implications for Instructional Programming

- Teachers need to create a list of students achieving at or near distinction on the NYS ELA.
- Teachers need to differentiate instruction for those students achieving at or near distinction on the NYS ELA.
- Teachers need to frequently mirror questioning techniques employed on the NYS ELA.
- Teachers need to explicitly identify, using the Consume Critique Produce model, the characteristics of level 4 achievement on the NYS ELA.
- Teachers need to prioritize and differentiate their instructional plan to allow for distinction on the NYS ELA.

Conclusion Statement - Mathematics

Grade 6

Given the NYS Math Assessment in 6th Grade, all 6th Grade students at FMS demonstrated the following success rates as compared with students at Erie 1 BOCES, from 2006-2007 through 2010-2011 on the PI *6.N09 Solve proportions using equivalent fractions*:

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2006-07	91.05%	92.14%	-1.09%
2007-08	76.88%	86.48%	-9.60%
2009-10	71.98%	72.96%	-0.98%
2010-11	42.0%	58.9%	-16.88%

Grade 7

Given the NYS Math Assessment in 7th Grade, all 7th Grade students at FMS demonstrated the following success rates as compared with students at Erie 1 BOCES, from 2006-2007 through 2010-2011 on the PI *7.N02.Recognize the difference between rational and irrational numbers*:

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2006-07	24.58%	55.70%	-31.12%
2007-08	48.51%	57.32%	-8.81%
2009-10	58.39%	70.32%	-11.93%
2010-11	64.07%	69.94%	-5.87%

Grade 8

Given the NYS Math Assessment in 8th Grade, all 8th Grade students at FMS demonstrated the following success rates as compared with students at Erie 1 BOCES, from 2007-2008 through 2010-2011 on the PI *7.A.04 Solve multistep equations by combining like terms using the distributive property or moving variables to one side of the equal sign*:

Year	FMS Success Rates	Erie 1 Success Rates	Gaps
2007-08	30.64%	57.73%	-27.09%
2008-09	61.93%	76.69%	-14.76%
2009-10	55.60%	78.50%	-22.91%
2010-11	17.1%	46.7%	-29.52%

Root Cause(s)
- Students lack conceptual understanding of order of operations.
- Students lack conceptual understanding of absolute value, exponents, and integer rules
- Students lack basic skills of addition, subtraction, multiplication, and division
- Students lack reinforcement of basic skills due to classroom time constraints, low self-motivation, and low parental support.
- Teachers lack instructional time to review and reinforce basic skills due to expansive curriculum needs.

Implications for Instructional Programming
- Curriculum needs to be aligned properly to meet demands of material.
- Difficult topics need to be taught earlier (yet still in a cohesive manner), so as to allow for a better level of proficiency through instruction, ample practice and subsequent intervention.

PART V: PROCESS FOR REPORTING NEEDS ASSESSMENT FINDINGS

School Planning Team

The Franklin Middle School ELA and Math Departments coordinated the analysis of school achievement data. State assessment results, course failure data, discipline, and attendance data were reviewed.

Parent Communication

Administrators and teacher representatives discussed the needs assessment process with parents at School Planning Team Meetings and PTA meetings in the building. Individual student data (report cards, NYS Assessment results) has been reported to parents and school performance data was on display in a showcase adjacent to the main office.

Department Review and Development

Through the spring of 2012 Department Chairs facilitated Mathematics and English Language Arts Department meetings to evaluate the efficacy of the 2011-12 IIP. In conjunction with Academic Intervention (AIS) providers, a root cause analysis was conducted to reaffirm and establish for the 2012-2013 IIP.

Staff Review

Review of the IIP development process and the established program improvement priorities were conducted in grade level team meetings during the month of May 2012.

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

Goal:　　　By 2014, 100 % of students in grades 6-8 will achieve performance levels of 3 or 4 on the NYS ELA Assessment.

Objective:　　By June 2013:

　　　　　82% of students in Grade 6 will achieve Performance Levels of 3 or 4 on NYS ELA assessment.

　　　　　76% of students in Grade 7 will achieve Performance Levels of 3 or 4 on NYS ELA assessment.

　　　　　72% of students in Grade 8 will achieve Performance Levels of 3 or 4 on NYS ELA assessment.

Strategy:　　Systematically instruct students in would solving strategies and academic vocabulary over three year cycle;

　　　　　Over time, incorporate higher level reading material to eliminate need to teach vocab in isolation

Targeted Audience: All students in grades 6-8 with emphasis on special education students and struggling students.

Root Causes Addressed: Teachers are not targeting Tier Two words/ academic vocabulary for instruction

　　　　　Students don't know what to do when they reach an unfamiliar word or phrase

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Teachers in grades 6-8 will develop a systematic approach to teaching Academic/Tier Two Words	Sept 2012	All ELA teachers Other classroom teachers Adminstraters	All ELA Teachers	Marzano's Building Background Knowledge for Academic Achievement	Instructional plan
Create list of Academic/Tier Two words to be taught	Sept 2012	All ELA Teachers	All ELA Teachers	Jim Burke's Academic Vocabulary List (Gr 7& 8) Blue Greek and Latin Book (Gr 6) Marzano's Building Background Knowledge for Academic Achievement	Creation of school wide list
Divide list into grade level lists	Sept 2012	All ELA Teachers	All ELA Teachers	Jim Burke's Academic Vocabulary List Blue Greek and Latin Book (Gr 6)	Creation of grade level list
Divide each grade level list into quarter lists, then individual units of instruction	Sept 2012	All ELA Teachers	All ELA Teachers	Lists developed above, Marzano's Building Background Knowledge for Academic Achievement	Quarter lists, Instructional unit
Develop pre and post test assessments for each quarter	Sept 2012	All ELA Teachers	All ELA Teachers	Lists developed above, Marzano's Building Background Knowledge for Academic Achievement	Pretest Assessments Posttest Assessments

Implement unit; assess and adjust plan accordingly	Sept – June 2013	All ELA Teachers	All ELA Teachers	Lists developed above, Marzano's <u>Building Background Knowledge for Academic Achievement</u>	Instructional Plan Pre and post test results
Each teacher identifies, utilizes and recommends at least 4 new pieces of literature(preferably nonfiction) to be included in ELA classes at BFMS	Sept –June 2013	All ELA Teachers Library Media Specialist	All ELA Teachers	To Be Determined – Historical documents, speeches, biographies, memoirs	List and recommendations of pieces created, discussed and available in shared file

Milestone: Formative assessments in classroom and weekly (or biweekly) summative assessments administered and developed by classroom teacher

Evaluation: Students will demonstrate less than 50 % mastery on quarterly pretest and will demonstrate at least 95% mastery on post-test.

Follow-Up: Adjust instructional plan as indicated by formative and summative assessments administered in classroom

Goal: By 2014, 100 percent of students in grades 6-8 will achieve performance levels of 4 on the NYS ELA Assessment.-**DISTINCTION**
Objective:
For the 2012-2013 school year the percent of students in Grade 6, Grade 7 and Grade 8 who achieve a Performance Level of 4 on NYS ELA assessment will increase by 3% for each grade level. Grade 6 _9.5%_ Grade 7 _6%___ Grade 8 _4.5%_____
Strategy : Provide differentiated instruction to targeted students to increase the number of students achieving a level 4 on the NYS ELA exam.
Targeted Audience: Students currently achieving high level 3 at each grade level
Root Causes Addressed Teachers have not explicitly identified the characteristics of level 4 achievement on the combined scores of the test

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
1. Determine characteristics of Level 4 students responses	Sept 2012	ELA/Reading/AIS Teachers	Dept Chair English Teachers	Dept Meeting 2012NYS ELA results	Anchor chart describing the reading level characteristics and writing level characteristics of students achieving distinction level score in Sept 2011 provided to each teacher
2. Share the characteristics with team members	Sept 2012	ELA/Reading/AIS Teachers	Dept Chair English Teachers	Dept Meeting 2012 NYS ELA results	Anchor chart describing the reading level characteristics and writing level characteristics of students achieving distinction level score in Sept 2011 provided to each teacher
3. Identify students who have scored close to distinction on 2012 NYS ELA, and/or other classroom measures (CFA, reading lexile, classroom performance), to be targeted for differentiated instruction	October 2012	ELA/Reading/AIS Teachers	English/Reading Teachers	Dept Planning Time LASW meetings 2012 NYS ELA results	List created and posted on Digital Data Wall

4.Teachers will provide appropriate differentiated instruction through flexible grouping, collaborative learning and peer teaching to replicate performances of those achieving distinction of the NYS ELA	Ongoing	ELA/Reading/AIS Teachers Students	ELA/Reading/AIS Teachers	Literacy Cohort Strategies Team Meetings/LASW meetings Teacher Designed Lesson Plans	Successful strategies identified and implemented; student growth on CFA and classroom assessments
5. Teachers will assess student performance using CFA's and other classroom formative assessments	Ongoing	ELA/Reading/AIS Teachers Students	ELA/Reading/AIS Teachers	Literacy Cohort Strategies Team Meetings LASW meetings Teacher Designed Lesson Plans	Successful strategies identified and implemented; student growth on CFA and classroom assessments

Milestone/Evaluation Common Attributes of Level 4 proficient students developed by October 2012; list of students targeted for intervention posted by Oct 2012, CFA data used to determine effectiveness of instruction.

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PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN
Goal: By 2014, 100% of students in grades six through eight will achieve performance levels 3 or 4 on the NYS Math Assessment.
Objective: By June 2013, **??%** of students at Benjamin Franklin Middle School, grades 6-8, will achieve a Level 3 or 4 on the New York State Math exam.
Strategy: Ensure consistent implementation/administration of CFAs to determine student learning periodically throughout the year centering on ratio and proportion. Teachers will administer common formative assessments based upon weak performance indicators linked through grades 6 – 8.
Targeted Audience: All 6 – 8 students.

Root Causes Addressed: Student's conceptual understanding of properties and integer operations are lacking; which impacts the simplifying of expressions and equation solving.

Activities	Time	Participants	Lead Person	Resources	Measurable Evidence of Success
Teachers will create grade level common formative assessment for all students	August, 2012	Math teachers	Math teachers	Castle Learning	CFAs created and ready to be administered
Teachers will administer grade level common formative assessment to all students	September 2012	Math teachers	Math teachers	Common Formative Assessment for Grade 6 (Ratios & Proportions), Grade 7 (Recognizing Rational and Irrational Numbers) and Grade 8 (Multistep Equations)	The assessment is given as a pre-test to determine student knowledge. As a baseline, it is anticipated students will be successful with at least 20% of the material prior to teacher instruction and/or intervention.
Teachers will use a combination of weekly reviews, stations, classroom instruction, Castle Learning, and on-line Holt Resources to continually revisit material with students.	September 2012 – June 2013	Math teachers

AIS teachers | Math Teachers | Textbook, NYS assessments or COII binders | Teachers will keep data from these weekly reviews on the percent of questions students are getting correct. Modification strategies will be recorded and shared at department meetings. |

Students will complete weekly reviews, stations, class work, Castle Learning assignments, and utilize on-line Holt Resources to continually revisit material.	September 2012 – June 2013	Students	AIS Teacher Math Department Chair	Textbook, teacher-made materials, Teacher and/or computer generated assignments	Record of student completion of each assignment and level of proficiency/mastery.
Teachers will administer grade level common formative assessment to all students	November 2012 January 2013 March 2013	Math teachers	Math teachers	Common Formative Assessment for Grade 6 (Ratios & Proportions), Grade 7 (Recognizing Rational and Irrational Numbers) and Grade 8 (Multistep Equations)	The assessment is given three subsequent times throughout the year. Students will be expected to be 40% proficient in November, 60% proficient in January, and 80% in March.
Teachers will provide additional instruction/intervention based upon students who are not meeting the proficiency levels on the three latter assessments.	November 2012 – June 2013	Math teachers AIS teachers	AIS teachers	Textbook, teacher-made materials, NYS assessment questions	Record of student remediation
Students will engage in subsequent intervention until they reach proficiency.	November 2012 – June 2013	Students	AIS Teacher, Math Department Chair		

Milestone: For each common formative assessment, students will demonstrate varying levels of proficiency based on the administration date.

Evaluation: The baseline administration in September anticipates 20% of students will demonstrate proficiency. The subsequent administrations will demonstrate 40% in November, 60% in January, and 80% in March.

Follow-up: Adjust activities based on the percent of students demonstrating proficiency.

Course:	Math Team 6A October 2011
Assessment:	Properties CFA
Focus Area (Standard/PI):	

Period	Number of students in class	Number of Students Proficient (8-10)	% Proficient	Number of students not proficient (0-7)	% Not Proficient
1	18	2	11%	16	89%
2	23	1	4%	22	96%
7	18	1	5%	17	95%
8	19	3	16%	16	84%
Totals	78	7	About 9%	71	About 91%

Course:	Math Team 6B October 2011
Assessment:	Properties CFA
Focus Area (Standard/PI):	

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	18	3	27%	15	73%
2	17	1	6%	16	94%
3	21	4	19%	17	81%
Totals	56	8	14%	48	86%

7th Grade CFA Yearly Results:

Course:	Math 7 – Dlugosz
Assessment:	BFMS Common Formative Integer Assessment

Test Date	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
Sept	51	2	3.9%	49	96.1%
Nov	52	35	67.3%	17	32.7%
Jan	49	31	63.3%	18	36.7%
Mar	48	37	77.1%	11	22.9%
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)				

Strengths	Needs
* students have had instruction on integers * students are able to apply rules and strategies on a nearly consistent basis	* basic fact mastery

Conclusion Statement:	Based upon the BFMS March 2012 CFA, 77.1% of students were proficient with integer operations.
Root Cause(s):	The third unit of the seventh grade curriculum began mid-November. Students have all had instruction based on this topic and have applied their knowledge of integers in our algebra unit.

Action Plan	
Instructional strategy to be implemented by team:	Seventh grade teachers will continue to stress integer operations in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The results from the 2012 NYS Math Assessment will allow us to see how the implementation of consistently stressing integer operations affects overall test results.
When will the assessment be administered:	April 25-27, 2012
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	Proficiency rates will break-even or exceed ERIE 1 BOCES proficiency rates on questions related to 7.N.12 and 7.N.13.

8th Grade CFA Yearly Results:

Course:	Math 8 – Dlugosz
Assessment:	BFMS Common Formative Polynomial Assessment
Focus Area (Standard/PI):	MST3.07.AL7.02 Students will add and subtract polynomials MST3.08.AL7.06 Students will multiply and divide polynomials MST3.08.AL7.08 Students will multiply a binomial by a monomial or a binomial MST3.08.AL7.09 Students divide a polynomial by a monomial

Test Date	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
Sept	46	4	8.7%	42	91.3%
Nov	44	30	68.1%	14	31.9%
Jan	42	26	61.9%	16	38.1%
Mar	45	30	66.7%	15	33.3%

Strengths	Needs
* students have had instruction on integers * students are able to apply rules and strategies on a nearly consistent basis	* basic fact mastery

Conclusion Statement:	Based upon the BFMS March 2012 CFA, 66.7% of students were proficient with polynomial operations.
Root Cause(s):	The second unit of the eighth grade curriculum began mid-November. Students have all had instruction based on this topic and have applied their knowledge of polynomials in our algebra unit.

Action Plan	
Instructional strategy to be implemented by team:	Eighth grade teachers will continue to stress polynomial operations in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The results from the 2012 NYS Math Assessment will allow us to see how the implementation of consistently stressing integer operations affects overall test results.
When will the assessment be administered:	April 25-27, 2012
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	Proficiency rates will break-even or exceed ERIE 1 BOCES proficiency rates on questions related to MST3.08 and AL7.09.

Collaborative Analysis Tool for Data Inquiry Teams
September 2011

Course:	Math 8 – Lozo
Assessment:	BFMS Common Formative Polynomial Assessment (September 20110)
Focus Area (Standard/PI):	MST3.07.AL7.02 Students will add and subtract polynomials MST3.08.AL7.06 Students will multiply and divide polynomials MST3.08.AL7.08 Students will multiply a binomial by a monomial or a binomial MST3.08.AL7.09 Students divide a polynomial by a monomial

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	13	0	0%	13	100%
3	21	1	5%	20	95%
4	18	0	0%	18	100%
5	16	0	0%	16	100%
8	17	0	0%	17	100%
Totals	85	1	1%	84	99%

Collaborative Analysis Tool for Data Inquiry Teams
November 2011

Course:	Math 8 – Lozo
Assessment:	BFMS Common Formative Polynomial Assessment (September 20110)
Focus Area (Standard/PI):	MST3.07.AL7.02 Students will add and subtract polynomials MST3.08.AL7.06 Students will multiply and divide polynomials MST3.08.AL7.08 Students will multiply a binomial by a monomial or a binomial MST3.08.AL7.09 Students divide a polynomial by a monomial

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	14	0	0%	14	100%
3	21	0	0%	21	100%
4	19	0	0%	18	100%
5	16	0	0%	16	100%
8	17	0	0%	17	100%
Totals	87	0	0%	87	100%

Collaborative Analysis Tool for Data Inquiry Teams

Course:	Math 8 – Lozo
Assessment:	BFMS Common Formative Polynomial Assessment (September 20110)
Focus Area (Standard/PI):	MST3.07.AL7.02 Students will add and subtract polynomials MST3.08.AL7.06 Students will multiply and divide polynomials MST3.08.AL7.08 Students will multiply a binomial by a monomial or a binomial MST3.08.AL7.09 Students divide a polynomial by a monomial

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	13	1	8%	12	92%
3	21	4	19%	17	81%
4	18	1	6%	17	94%
5	16	4	25%	12	75%
8	17	1	6%	16	94%
Totals	85	11	13%	74	87%

Collaborative Analysis Tool for Data Inquiry Teams

Course:	Math 8 – Lozo
Assessment:	BFMS Common Formative Polynomial Assessment (September 20110)
Focus Area (Standard/PI):	MST3.07.AL7.02 Students will add and subtract polynomials MST3.08.AL7.06 Students will multiply and divide polynomials MST3.08.AL7.08 Students will multiply a binomial by a monomial or a binomial MST3.08.AL7.09 Students divide a polynomial by a monomial

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	12	5	42%	7	58%
3	21	17	81%	4	19%
4	18	9	50%	9	50%
5	15	6	40%	9	60%
8	17	9	53%	8	47%
Totals	83	46	55%	37	45%

Strengths	**Needs**

* students have had instruction on Polynomials by March test. * students are able to apply rules and strategies on a nearly consistent basis	* basic fact mastery More review needed

Conclusion Statement:	Based upon the BFMS March 2012 CFA, 55% of students were proficient with polynomials.
Root Cause(s):	Students have all had instruction based on this topic and have applied their knowledge of polynomials by March 2012.

Action Plan	
Instructional strategy to be implemented by team:	Eighth grade teachers will continue to stress polynomials and exponents in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The results from the 2012 NYS Math Assessment will allow us to see how the implementation of consistently stressing polynomials affects overall test results.
When will the assessment be administered:	April 25-27, 2012
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	Proficiency rates will break-even or exceed ERIE 1 BOCES proficiency rates on questions related to 7.N.12 and 7.N.13.

Collaborative Analysis Tool for Data Inquiry Teams
10.06.11

Course:	Math 7
Assessment:	BFMS Common Formative Integer Assessment (September 2011)
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	20	4	20%	16	80%
2	20	5	25%	15	75%
3	21	1	4.8%	20	95.2%
6	21	2	9.5%	19	90.5%
7	15	2	13.3%	13	86.7%
Totals	97	14	14.4%	83	85.6%

Collaborative Analysis Tool for Data Inquiry Teams
10.06.11

Course:	Math 7
Assessment:	BFMS September 2011 Common Formative Integer Assessment
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
Totals	170	16	9.4%	154	90.6%

As a team, analyze the data/student work to identify areas of strength and areas of need. Rank order the areas of need according to greatest need.

Strengths	Needs
* none	* basic fact mastery * begin formal integer instruction (is in third unit of seventh grade)

Conclusion Statement:	Based upon the BFMS September 2011 CFA, 9.4% of students were proficient with integer operations.
Root Cause(s):	At this time, there has not been formal instruction provided in seventh grade to any student on this topic. The September 2011 assessment was given to provide teachers with baseline data.

Action Plan	
Instructional strategy to be implemented by team:	Seventh grade teachers will begin to formally instruct integer operations during the third unit of study. This may begin to occur during the month of November, when the next CFA is set to be administered.
What assessment will be used to measure growth:	The BFMS November 2011CFA will be administered. The CFA provides different problems with the same material as the September 2011 CFA.
When will the assessment be administered:	The assessment will be administered as the teacher sees fit during the month of November 2011.
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	Our IIP had originally established a baseline proficiency level of 20% for the school. As this was not met, we have altered our forthcoming anticipated levels. In November 2011, we are expecting 20% proficiency from our students based upon the limited instruction they would have received at that point in November. We hope to then have 40% proficiency in January, followed by 80% proficiency (our original expected outcome) in March 2012.

Next Meeting Date:	December 7, 2011

Collaborative Analysis Tool for Data Inquiry Teams
12.07.11

Course:	Math 7
Assessment:	BFMS Common Formative Integer Assessment (November 2011)
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	20	7	35%	13	65%
2	20	5	25%	15	75%
3	21	8	38.1%	13	61.9%
6	21	5	23.8%	16	76.2%
7	16	5	31.3%	11	68.8%
Totals	98	30	30.6%	68	69.4%

Collaborative Analysis Tool for Data Inquiry Teams
12.07.11

Course:	Math 7
Assessment:	BFMS November 2011 Common Formative Integer Assessment
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
Totals	158	65	41.1%	93	58.9%

As a team, analyze the data/student work to identify areas of strength and areas of need. Rank order the areas of need according to greatest need.

Strengths		Needs
* instruction of integer operations has begun		* basic fact mastery * continue formal integer instruction
Conclusion Statement:		Based upon the BFMS November 2011 CFA, 41.1% of students were proficient with integer operations.
Root Cause(s):		The third unit of the seventh grade curriculum began mid-November. Students had an introduction and beginning instruction to this topic prior to the assessment being given.
Action Plan		
Instructional strategy to be		Seventh grade teachers will continue to formally instruct integer operations

implemented by team:	during the third unit of study. By the time the third CFA is administered in early January, all students will have been instructed in integer operations.
What assessment will be used to measure growth:	The BFMS January 2012 CFA will be administered. The CFA provides different problems with the same material as the September and November 2011 CFA.
When will the assessment be administered:	The assessment will be administered in early January, as the LASW day is January 13.
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	After adjusting the expected percentage proficiency after the September 2011 results, we have exceeded our anticipated November 2011 goal. We expected 20% proficiency, yet saw a 41% result. After completing instruction of integer operations, we expect to retain this level of proficiency, and anticipate a higher percentage. We are expecting our original final proficiency of 80% for the March 2012 administration.

Next Meeting Date:	January 13, 2012

Collaborative Analysis Tool for Data Inquiry Teams
01.13.12

Course:	Math 7 - Goulette
Assessment:	BFMS Common Formative Integer Assessment (January 2012)
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

Period	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
1	21	15	71%	6	29%
2	20	14	70%	6	30%
3	21	19	90%	2	10%
6	20	15	75%	5	25%
7	16	15	94%	1	6%
Totals	98	78	80%	20	20%

Collaborative Analysis Tool for Data Inquiry Teams
01.13.12

Course:	Math 7 – BFMS
Assessment:	BFMS January 2012 Common Formative Integer Assessment
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

	Number of	Number of	% Proficient	Number of	% Not

	Students	Students Proficient (8-10)		Students Not Proficient (0-7)	Proficient
Totals	162	114	70.4%	48	29.6%

As a team, analyze the data/student work to identify areas of strength and areas of need. Rank order the areas of need according to greatest need.

Strengths	Needs
* students have had instruction on integers * students are able to apply rules and strategies on a semi-consistent basis	* basic fact mastery

Conclusion Statement:	Based upon the BFMS January 2012 CFA, 70.4% of students were proficient with integer operations.
Root Cause(s):	The third unit of the seventh grade curriculum began mid-November. Students have all had instruction based on this topic and are beginning to use integers in other work in subsequent units.

Action Plan

Instructional strategy to be implemented by team:	Seventh grade teachers will continue to stress integer operations in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The BFMS March 2012 CFA will be administered. The CFA provides different problems with the same material as the September 2011, November 2011, and January 2012 CFA's.
When will the assessment be administered:	The assessment will be administered in early March, as the LASW day is March 21.
Achievement Goal: (i.e. proficiency rates will increase by 10% after strategy has been implemented…)	After adjusting the expected percentage proficiency after the September 2011 results, we have exceeded our anticipated January 2012 goal. We expected 60% proficiency, yet saw a 70% result. After continuing instruction of integer operations in the Algebra unit, we expect to retain this level of proficiency, and anticipate a higher percentage. We are expecting our original final proficiency of 80% for the March 2012 administration.

Next Meeting Date:	February 9, 2012

Collaborative Analysis Tool for Data Inquiry Teams
03.21.12

Course:	Math 7 – Goulette
Assessment:	BFMS Common Formative Integer Assessment (March 2012)
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

Period	Number of	Number of	% Proficient	Number of	% Not

	Students	Students Proficient (8-10)		Students Not Proficient (0-7)	Proficient
1	21	16	76%	5	24%
2	20	18	90%	2	10%
3	21	20	95%	1	5%
6	20	14	70%	6	30%
7	17	13	76%	4	24%
Totals	99	81	81.8%	18	18.2%

Collaborative Analysis Tool for Data Inquiry Teams
03.21.12

Course:	Math 7 – BFMS
Assessment:	BFMS March 2012 Common Formative Integer Assessment
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

	Number of Students	Number of Students Proficient (8-10)	% Proficient	Number of Students Not Proficient (0-7)	% Not Proficient
Totals	155	121	78.1%	34	21.9%

As a team, analyze the data/student work to identify areas of strength and areas of need. Rank order the areas of need according to greatest need.

Strengths	Needs
* students have had instruction on integers * students are able to apply rules and strategies on a nearly consistent basis	* basic fact mastery

Conclusion Statement:	Based upon the BFMS March 2012 CFA, 78.1% of students were proficient with integer operations.
Root Cause(s):	The third unit of the seventh grade curriculum began mid-November. Students have all had instruction based on this topic and have applied their knowledge of integers in our algebra unit.

Action Plan	
Instructional strategy to be implemented by team:	Seventh grade teachers will continue to stress integer operations in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The results from the 2012 NYS Math Assessment will allow us to see how the implementation of consistently stressing integer operations affects overall test results.
When will the assessment be administered:	April 25-27, 2012
Achievement Goal: (i.e. proficiency rates will increase by 10% after	Proficiency rates will break-even or exceed ERIE 1 BOCES proficiency rates on questions related to 7.N.12 and 7.N.13.

strategy has been implemented…)	

Next Meeting Date:	April 24, 2012

Collaborative Analysis Tool for Data Inquiry Teams
03.21.12

Course:	Math 7 – BFMS
Assessment:	BFMS March 2012 Common Formative Integer Assessment
Focus Area (Standard/PI):	7.N.12 – Add, subtract, multiply, and divide integers 7.N.13 – Add and subtract two integers (with and without the use of a number line)

	Number of Students	**Number of Students Proficient (8-10)**	**% Proficient**	**Number of Students Not Proficient (0-7)**	**% Not Proficient**
Totals	155	121	78.1%	34	21.9%

As a team, analyze the data/student work to identify areas of strength and areas of need. Rank order the areas of need according to greatest need.

Strengths	**Needs**
* students have had instruction on integers * students are able to apply rules and strategies on a nearly consistent basis	* basic fact mastery

Conclusion Statement:	Based upon the BFMS March 2012 CFA, 78.1% of students were proficient with integer operations.
Root Cause(s):	The third unit of the seventh grade curriculum began mid-November. Students have all had instruction based on this topic and have applied their knowledge of integers in our algebra unit.

Action Plan	
Instructional strategy to be implemented by team:	Seventh grade teachers will continue to stress integer operations in subsequent units – especially Algebra.
What assessment will be used to measure growth:	The results from the 2012 NYS Math Assessment will allow us to see how the implementation of consistently stressing integer operations affects overall test results.
When will the assessment be administered:	April 25-27, 2012
Achievement Goal: (i.e. proficiency rates will increase by 10% after	Proficiency rates will break-even or exceed ERIE 1 BOCES proficiency rates on questions related to 7.N.12 and 7.N.13.

strategy has been implemented…)	
Next Meeting Date:	April 24, 2012