

## Principal's Perspective

The Chippewa Middle School staff is committed to helping every child be successful. The staff has designed a process to effectively assess and monitor programs to ensure this student success. The Building and Instructional Leadership Team (BILT) is a group composed of representatives from all curricular areas in the school. This group works together to extensively review all of the assessment data available and to design, implement, and monitor our work on building goals. Because of the staff involvement, Chippewa's building level improvement plans support and challenge all students to meet their learning goals.

This past school year, Mounds View Middle School Math Teachers and other math teachers from across the state participated in a Math Academy. The Math Academy was designed to provide teachers with staff development on effective instructional practices that result in improving student achievement. Math teachers met in collaborative Personal Learning Community (PLC) to put the theory into practice in all of their courses.

During the 2009-2010 school year, teachers and staff will continue to work to increase the achievement of our students in all academic areas especially in the core areas of math, reading and science. Chippewa staff will utilize the expertise of the Building Instructional Leadership Team members to help keep Chippewa Middle School on the cutting edge of effectiveness for all students and stakeholders. As the new principal of Chippewa Middle School, I thank you for your past support and look for your continued support and involvement in the future.

**Goal #1:** At Chippewa Middle School 63 percent of the students, who participate in spring NWEA/MAP testing will meet or exceed individual NWEA reading RIT target scores.

**Results:** The students of Chippewa Middle School met the achievement goal set by the District with an average of 63 percent. At the beginning of the 2008 school year, assessment data was used to determine student need. As a result of these assessments, Chippewa teachers and staff designed and implemented programs to meet the learning needs of students. Programs that were implemented in the area of reading include Reading Workshops, READ 180, System 44 and challenge language arts classes. Reading workshop classes were offered to students in each grade level with 20 students participating in each class. These classes emphasized research-proven strategies to improve reading skills. We continued implementing both System 44 and READ 180 which are intensive reading intervention programs designed to meet the needs students who are reading below grade level proficiency. The intervention programs address individual student needs through the use of adaptive instructional software, high-interest fiction and nonfiction materials, and direct instruction in reading and writing skills. The 2008-2009 school year, included challenge language arts classes that enhanced the basic instruction with enrichment activities provided for the high performing language arts students. As a result of the above reading programs, and the hard work of the staff and students, academic growth in the area of reading was outstanding.

**Goal #2:** At Chippewa Middle School 58 percent of the students, who participate in spring NWEA/MAP testing will meet or exceed individual NWEA math RIT target scores.

**Results:** Student achievement in the area of mathematics was positive for the 2008-2009 school year with the average score of 58 percent. As a result of student assessment data, math programs designed to improve student learning and achievement were offered at each grade level. Programs that were put into place to impact student achievement in 2008-2009 include sixth-grade Accelerated Math, a course that moves at an accelerated pace and emphasizes the following topic areas: traditional skill strands of number sense, measurement, statistics, algebra, geometry, probability and discrete mathematics. The course content reinforced problem-solving skills and emphasized critical thinking and reasoning. Seventh-graders were offered pre-algebra courses, a fast-paced rigorous learning environment designed for students with a strong interest in mathematics and ability to grasp mathematical concepts readily and apply them to other situations. This course takes traditional algebra strands to a higher level with an increased emphasis on algebraic concepts. Chippewa eighth-graders were offered an algebra/statistics course that explored proportional reasoning probability, variation and graphs, linear equations fitting a line to data systems of equations and inequalities, exponents and exponential models, functions transformation and quadratic models. In 2008-2009, the Team Taught Math program was offered at all three grade levels and served about 20 students in each grade. Teachers provided individualized instruction with a focus on math strategies and skills. The above program offerings, coupled with the hard work of the staff and students, provided the necessary tools to meet the individual and group needs of the students of Chippewa Middle School. The 2007 MCA-II tests presented a new challenge for our special education and math teachers. For the first time, we did not make Adequate Yearly Progress in the sub-category of students who were identified as special education students. This past year our special education math test results were significantly improved which meant we made AYP. We attribute these positive results to a new focus on test taking strategies, increased student ownership and accountability for test results. The growth goals for the NWEA tests were shared with the students and their parents at conference time and students had them posted in their in their planners. The Chippewa Academy was also instituted to booster classes and reading and math skills to help make sure students felt prepared for the MCA-II and NWEA tests in both reading and math.