

School Improvement Plan

School Year: 2009

School District: Bangor Public Schools

Intermediate School District: Van Buren ISD

School Name: Bangor Primary School

Grades Served: null

Principal: Maurice Scott

Building Code: 06949

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

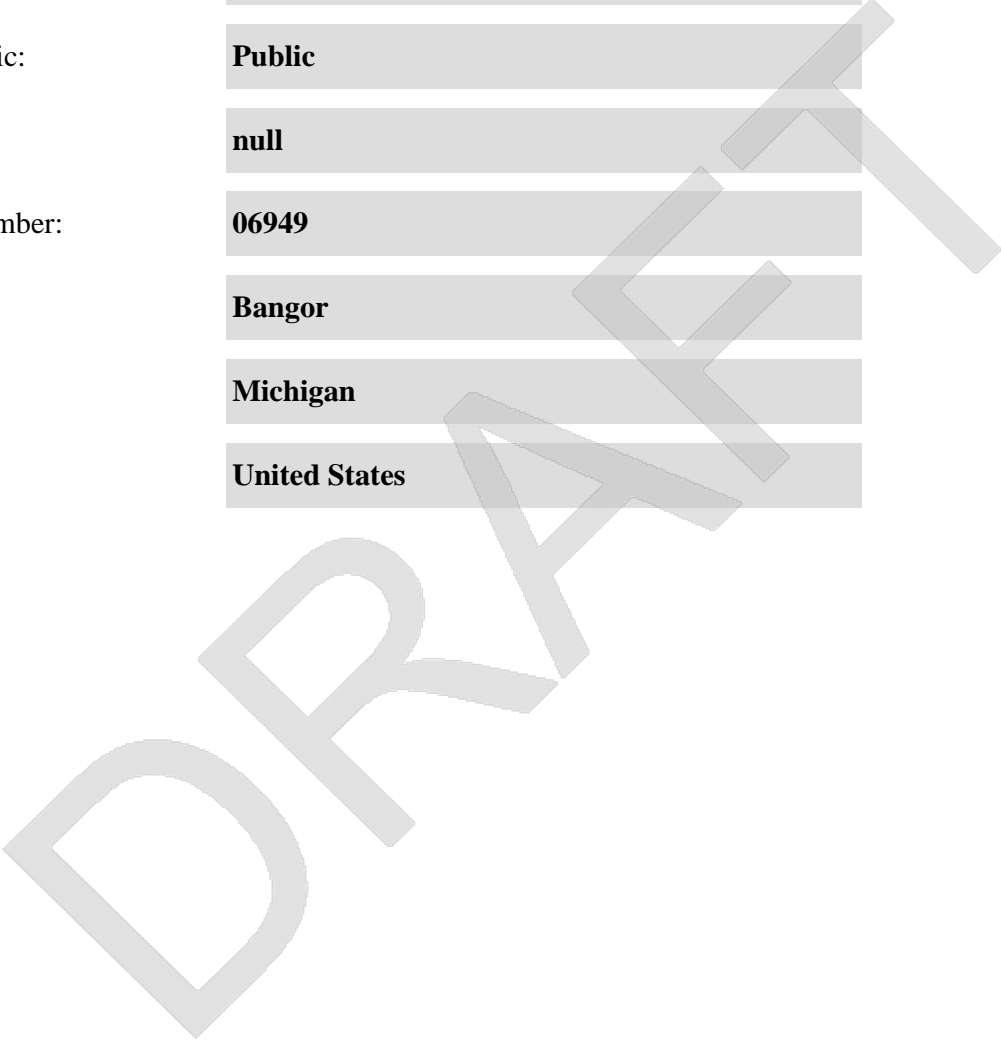
The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	Bangor Primary School
District:	Bangor Public Schools
Public/Non-Public:	Public
Grades:	null
School Code Number:	06949
City:	Bangor
State/Province:	Michigan
Country:	United States



Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

We are striving to become a school that is widely known for providing an excellent education to all student in a diverse society.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Bangor Primary School is dedicated to providing all students a foundation for academic, physical, emotional and social growth in a safe and pleasant learning environment.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

We believe in our students and know given time, resources, and a caring touch that they can learn and achieve. They will then become literate communicators, life long learners, problem solvers, productive workers and responsible citizens. We are determined to use every means necessary to allow all our students to be successful.

Goals

ID	Name	Development Status	Progress Status
5844	Math Goal	Approved	Open
5926	English Language Arts / Reading Goal	Approved	Open
5940	Social Studies Goal	Approved	Open
5961	Science Goal	Approved	Open
5966	Improve School Climate	Approved	Open

Goal 1: Math Goal

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will achieve a passing rate of 80% or higher on end of the year program tests in math.

Gap Statement : There is a slight gap between Bangor Primary math scores and the statewide average on the MEAP.

Cause for Gap : There is a gap because of our transient population and there not being enough correlation between schools in our county schools and the math programs being used.

Multiple measures/sources of data you used to identify this gap in student achievement : The Primary school uses the third grade MEAP which results show basically what was taught K-2. We also use the MAP test and common grade level assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Our criteria for success will be improved scores on the third grade MEAP in Math. We will also use improved scores on the MAP test as an inhouse measure K-2 as well as grade level assessments.

Contact Name : Karen Shafer

List of Objectives:

ID	Objective
6582	The Primary K-2 will incorporate a common grade level math time so that students can receive more intensive instruction as needed.

ci Challenges : None

1.1. Objective: Targeted instruction and assistance for K-2 math instruction.

Measurable Objective Statement to Support Goal : The Primary K-2 will incorporate a common grade level math time so that students can receive more intensive instruction as needed.

List of Strategies:

ID	Strategy	Locked By
0	The Primary K-2 will incorporate a common grade level math time so that students can receive more intensive instruction as needed.	

1.1.1. Strategy: Targeted instruction and assistance for K-2 math instruction.

Strategy Statement: The Primary K-2 will incorporate a common grade level math time so that students can receive more intensive instruction as needed.

Selected Target Areas

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

WE have had a common grade level reading block for several years. This has helped our reading scores to rise. Having the teacher and title one assistance has made the difference. We now want to use that same strategy with our math program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The Bangor Primary K-2 will incorporate a common grade level math time so students can receive more intensive instruction as needed.	9/1/2009	6/10/2010	will be all classroom teachers, support staff and the administration.

1.1.1.1. Activity: Targeted instruction and assistance for K-2 math instruction.

Activity Description: The Bangor Primary K-2 will incorporate a common grade level math time so students can receive more intensive instruction as needed.

Activity Type: Revised

Planned staff responsible for implementing activity: will be all classroom teachers, support staff and the administration.

Actual staff responsible for implementing activity: will be all classroom teachers, support staff and the administration.

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Revise Primary School Schedule.	No Funds Required	0.00	0.00

Goal 2: English Language Arts / Reading Goal

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students will achieve a passing grade as indicated by grade level criteria in English Language Arts which includes writing. Students will meet benchmark on their final grade level Dibels assessment.

Gap Statement : There is a gap in the reading and writing scores of students at the Primary School compared to those of the state average.

Cause for Gap : The cause for this gap may be attributed to a lack of adequate remediation for students in

reading and writing.

Multiple measures/sources of data you used to identify this gap in student achievement : We have taken previous MEAP scores. MAP scores, DIBELS data and grade level assessments to target students who need remediation.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improving DIBELS scores through out the school year, improving scores on grade level assessments and MEAP scores will be used to monitor progress.

Contact Name : Karla Vassar

List of Objectives:

ID	Objective
6603	We will use the Reading Mastery Program which is researched based K-2 as a strategy to improve score
6633	There will be grade level as well as RTI Tier II and Tier II interventions for students to narrow th

cna Challenges : None

2.1. Objective: Improve reading instruction by school wide use of Reading Mastery Program.

Measurable Objective Statement to Support Goal : We will use the Reading Mastery Program which is researched based K-2 as a strategy to improve score

List of Strategies:

ID	Strategy	Locked By
0	We will use the Reading Mastery Program which is researched based in all grades K-2. This will allow for students to receive instruction at their level and by the same teaching methods and strategies.	

2.1.1. Strategy: Use the Reading Mastery Program K-2 to improve reading scores.

Strategy Statement: We will use the Reading Mastery Program which is researched based in all grades K-2. This will allow for students to receive instruction at their level and by the same teaching methods and strategies.

Selected Target Areas

CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

CNA I.3.A.2 Consistency/Reliability: Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

The Reading Mastery Program is a researched based program that we have used because children are screened and move at their level. It has shown to be an effective method for teaching reading when delivered to a school wide population with consistency.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All K-2 teachers will use the Reading Mastery Program during the grade level reading time along with the support staff that will be there to assist with the groups formed by the ongoing screening of the students.	9/8/2009	6/10/2010	will be all K-2 classroom teachers, support staff and the administration.

2.1.1.1. Activity: Use the Reading Mastery Program K-2 to improve reading scores.

Activity Description: All K-2 teachers will use the Reading Mastery Program during the grade level reading time along with the support staff that will be there to assist with the groups formed by the ongoing screening of the students.

Activity Type: Maintenance

Planned staff responsible for implementing activity: will be all K-2 classroom teachers, support staff and the administration.

Actual staff responsible for implementing activity: will be all K-2 classroom teachers, support staff and the administration.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Mastery Materials	Title IA/ARRA Monies	6,176.21	6,176.21

2.2. Objective: Reading interventions for at-risk students

Measurable Objective Statement to Support Goal : There will be grade level as well as RTI Tier II and Tier II interventions for students to narrow th

List of Strategies:

ID	Strategy	Locked By
0	All Kindergarten teachers will use the Leap Desk Workstation v.2.0 as a strategy for RTI as a multisensory learning tool. All first and second grade teachers will use a Leapster Portable Tech. Center grade one kit which will assist low students in reading and spelling practice. Students who do not show progress through our Reading Mastery or the above interventions will be referred to our RTI Program for specific targeted assistance by our RTI Instructor.	

2.2.1. Strategy: Reading interventions for at-risk students

Strategy Statement: All Kindergarten teachers will use the Leap Desk Workstation v.2.0 as a strategy for RTI as a multisensory learning tool.

All first and second grade teachers will use a Leapster Portable Tech. Center grade one kit which will assist low students in reading and spelling practice.

Students who do not show progress through our Reading Mastery or the above interventions will be referred to our RTI Program for specific targeted assistance by our RTI Instructor.

Selected Target Areas

CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

CNA I.2.B.2 Best Practice: There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA II.3.A.4 Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The leapster tech center and leapdesk workstations are researched based and allow students to receive instruction in a multisensory and interactive way.

The RTI Program is researched based and gives each student a personal curriculum to meet their needs and to provide the academic help they need.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All kindergarten teachers will use the Leap Desk Workstation v.2.0. as a strategy for RTI as a multisensory learning tool. All first and second grade teachers will use the Leapster Portable Tech Center to assist students who are low in reading and spelling. Any student not making progress through our reading mastery or the above systems will receive remediation in our RTI Program.	9/8/2009	6/10/2010	Kimberle Byrd for Leap Desk Workstation, Kim Goodrich for Leapster Tech. Center and Jen Anderson RTI Instructor

2.2.1.1. Activity: Reading interventions for at-risk students

Activity Description: All kindergarten teachers will use the Leap Desk Workstation v.2.0. as a strategy for RTI as a multisensory learning tool. All first and second grade teachers will use the Leapster Portable Tech Center to assist students who are low in reading and spelling. Any student not making progress through our reading mastery or the above systems will receive remediation in our RTI Program.

Activity Type: Revised

Planned staff responsible for implementing activity:

Kimberle Byrd for Leap Desk Workstation, Kim Goodrich for Leapster Tech. Center and Jen Anderson RTI Instructor

Actual staff responsible for implementing activity: All classroom teachers, support staff and the administration.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Interventions for at-risk students	Title I Part A	3,225.00	3,225.00
Reading interventions for at-risk students	Title II Part A	45,999.00	45,999.00

Goal 3: Social Studies Goal

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will achieve a passing rate of 80% or higher on end of the year program tests in Social Studies.

Gap Statement : There is a significant gap between our scores and those of the county and state wide averages in social studies.

Cause for Gap : The cause of the gap is due in part to the lack of resources at the Primary level and to recent changes to the state standards.

Multiple measures/sources of data you used to identify this gap in student achievement : We look at MEAP scores and grade level end of the year program tests which show the progress made by students towards the grade level benchmarks.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Our criteria for success will be the level of improvement on the MEAP tests and the number of students at grade level at the end of the year.

Contact Name : Michelle Ward

List of Objectives:

ID	Objective
6656	Students will achieve a passing rate of 80% or higher on end of the year program tests in Social Stu

ci Challenges : None

3.1. Objective: Social Studies Goal

Measurable Objective Statement to Support Goal : Students will achieve a passing rate of 80% or higher on end of the year program tests in Social Stu

List of Strategies:

ID	Strategy	Locked By
0	All K-2 teachers will incorporate the social studies GLCEs when teaching the other core areas as a way to expose students to the information in an ongoing basis.	

3.1.1. Strategy: Use social studies GLCEs across the curriculum.

Strategy Statement: All K-2 teachers will incorporate the social studies GLCEs when teaching the other core areas as a way to expose students to the information in an ongoing basis.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

CNA I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

There has been extensive research done as to the best way to present information so students can learn and retain it. The most effective way is to show how it is relevant and useful. This information as well as all our classrooms being self contained led to this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will review the Social Studies GLCEs for their grade level. They will then devise a plan as to which core area the information can be used in their instruction. They will then keep track of the ones covered and report that to the building social studies chairperson.	9/8/2009	6/10/2010	All K-2 teaching staff, the social studies building curriculum chair and the administration.

3.1.1.1. Activity: Use social studies GLCEs across the curriculum.

Activity Description: All teachers will review the Social Studies GLCEs for their grade level. They will then devise a plan as to which core area the information can be used in their instruction. They will then keep track of the ones covered and report that to the building social studies chairperson.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All K-2 teaching staff, the social studies building curriculum chair and the administration.

Actual staff responsible for implementing activity: All K-2 teaching staff, the building chairperson and administration.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Chairperson	General Fund	300.00	300.00

Goal 4: Science Goal

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will achieve a passing rate of 80% or higher on end of the year program tests in social studies.

Gap Statement : There is a gap between our district scores and those of the county and statewide averages.

Cause for Gap : The cause for the gap in science is due in part to the recent changes in the state standards causing us to revamp our program last year.

Multiple measures/sources of data you used to identify this gap in student achievement : At the Primary we looked at the MEAP scores, MAP test scores and unit test scores to assess student proficiency.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will first look for improvement in the unit test scores, followed by the MAP test given at the end of the year and follow up with new MEAP data.

Contact Name : Kim Goodrich

List of Objectives:

ID	Objective
6687	We will increase student proficiency in science as evidenced by the rise in scores on the unit tests

ci Challenges : None

4.1. Objective: Increase student proficiency in Science

Measurable Objective Statement to Support Goal : We will increase student proficiency in science as evidenced by the rise in scores on the unit tests

List of Strategies:

ID	Strategy	Locked By
0	Each grade level K-2 will meet and decide when each science kit will be taught and by whom. The science kits will be requested in a timely manner and delivered to each class. Teachers will design the lesson to be taught leaving room to reteach any student who seems not to catch on to the concept being presented. All lessons are hands on using the science kits.	

4.1.1. Strategy: Increase student proficiency in science

Strategy Statement: Each grade level K-2 will meet and decide when each science kit will be taught and by whom. The science kits will be requested in a timely manner and delivered to each class. Teachers will design the lesson to be taught leaving room to reteach any student who seems not to catch on to the concept being presented. All lessons are hands on using the science kits.

Selected Target Areas

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

CNA I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

CNA I.3.A.2 Consistency/Reliability: Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

We looked at various programs and decided to use the Battle Creek Science Kit Program. It is researched based and the lessons are hands on. This is the most proven method for teaching and learning at the primary grades.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
We will increase student proficiency in science as measured by the rise in scores on the unit tests given at the end of each science kit.	9/8/2009	6/10/2010	The Primary Science Core area team of Kim Goodrich, Kimberle Byrd and Jean Szczypka.

4.1.1.1. Activity: Increase student proficiency in Science

Activity Description: We will increase student proficiency in science as measured by the rise in scores on the unit tests given at the end of each science kit.

Activity Type: Maintenance

Planned staff responsible for implementing activity: The Primary Science Core area team of Kim Goodrich, Kimberle Byrd and Jean Szczypka.

Actual staff responsible for implementing activity: All K-2 teachers, support staff and the administration.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Battle Creek Science Kit materials.	General Fund	1,964.88	1,964.88

Goal 5: Improve School Climate

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be good school citizens and so that teaching and learning can take place.

Gap Statement : There are usually over 200 discipline referrals issued each year at our school. We believe that a good school climate is the result of a set of values that are shared. Many students come to school not having been taught to get along with others.

Cause for Gap : The gap is a result of lack of knowledge, a lack of all staff holding students accountable for their behavior and low expectations of certain students by their stakeholders.

Multiple measures/sources of data you used to identify this gap in student achievement : The number of discipline referrals, students brought for teaming and referrals to the counselor.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? A decrease in teaching and learning time due to interruptions in class resulting in fewer behavior referrals to the office. More responsible behavior in common areas around the school.

Contact Name : Maurice Scott

List of Objectives:

ID	Objective
6693	All areas at the Primary School will have the same set of expectations related to students being goo

ci Challenges : None

5.1. Objective: Improve School Climate

Measurable Objective Statement to Support Goal : All areas at the Primary School will have the same set of expectations related to students being goo

List of Strategies:

ID	Strategy	Locked By
0	The staff will design a lesson on citizenship and what that looks like for school purposes. The classroom teachers will incorporate this lesson into their social studies presentations. All other staff will use these concepts with the students when they are in other areas of the building.	

5.1.1. Strategy: Good School Citizenship

Strategy Statement: The staff will design a lesson on citizenship and what that looks like for school purposes. The classroom teachers will incorporate this lesson into their social studies presentations. All other staff will use these concepts with the students when they are in other areas of the building.

Selected Target Areas

CNA II.2.A.1 Safe and Orderly: The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA III.1.B.3 School/Classroom Management: All staff agree that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan which has been developed with extensive input from stakeholders.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

We applied for a MIBLSI Grant last year. A school wide discipline plan was one component built into that grant. Research shows that less discipline problems especially in the classroom leads to more teaching and learning time.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All students will receive instruction about what it means to be a good school citizen ie following school rules as part of their social studies lessons in the classroom. These concepts will be reinforced by other staff as students move throughout the building on a daily	9/8/2009	6/10/2010	All classroom teachers K-2.

basis.			
We will reduce the class size in one first grade class to see the impact it has on the classroom climate. This class will have a maximum of 17 students for this year. Research has shown that a ratio of 17 to 1 in the early grades is ideal for students to be the most successful. More learning opportunities are available because of the reduced numbers. All test scores and discipline data will be compared to the other first grade sections at the end of the year to see what the results are.	9/8/2009	6/10/2010	Bangor Public School's Administrative Staff.

5.1.1.1. Activity: Improve School Climate

Activity Description: All students will receive instruction about what it means to be a good school citizen ie following school rules as part of their social studies lessons in the classroom. These concepts will be reinforced by other staff as students move throughout the building on a daily basis.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers K-2.

Actual staff responsible for implementing activity: All teachers, support staff and the administration.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Posters	No Funds Required	0.00	0.00

5.1.1.2. Activity: Class Size Reduction Pilot

Activity Description: We will reduce the class size in one first grade class to see the impact it has on the classroom climate. This class will have a maximum of 17 students for this year. Research has shown that a ratio of 17 to 1 in the early grades is ideal for students to be the most successful. More learning opportunities are available because of the reduced numbers. All test scores and discipline data will be compared to the other first grade sections at the end of the year to see what the results are.

Activity Type: Revised

Planned staff responsible for implementing activity: Bangor Public School's Administrative Staff.

Actual staff responsible for implementing activity: Maurice Scott Primary School Principal, Karla Vassar First Grade Teacher and all other staff at the Primary for support.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
First Grade Teacher (Karla Vassar)	Title II Part A	88,524.00	88,524.00

DRAFT

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Part A	\$3,225.00	\$3,225.00
Title II Part A	\$134,523.00	\$134,523.00
Other	\$2,264.88	\$2,264.88
Other	\$6,176.21	\$6,176.21

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Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Maurice	Scott	Principal	msscott@bangorvikings.org
Mrs.	JoAnn	Small	Counselor	jsmall@bangorvikings.org
Mrs.	Jennifer	Anderson	SpEd./RTI Teacher	janderson@bangorvikings.org
Ms.	Kimberle	Byrd	Teacher	kbyrd@bangorvikings.org
Mrs.	Cindy	Carr	Teacher	ccarr@bangorvikings.org
Mrs.	Kim	Goodrich	Teacher	kgoodrich@bangorvikings.org
Mrs.	Josephine	Hardester	Teacher	jhardester@bangorvikings.org
Ms.	Rachel	Markel	Media Specialist	rmarkel@bangorvikings.org
Mrs.	Penny	Moench	Teacher	pmoench@bangorvikings.org
Mrs.	Amanda	Remington	Teacher	aremington@bangorvikings.org
Mrs.	Rebecca	Ricca	Teacher	rricca@bangorvikings.org
Mrs.	Karen	Shafer	Teacher	kshafer@bangorvikings.org
Mrs.	Jean	Szczyzka	Teacher	jszczyzka@bangorvikings.org
Ms.	Shelly	Variell	Teacher	svariell@bangorvikings.org
Mrs.	Karla	Vassar	Teacher	kvassar@bangorvikings.org
Mrs.	Michelle	Ward	Teacher	mward@bangorvikings.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The staff above are on the Core Areas Building School Improvement Teams or Grade Level Teams that plan and review our curriculum. Our monthly staff meetings always start with a discussion of the core areas, updates and strategies for any area that needs attention.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

The decisions that are made come out of the monthly staff meetings, grade level meetings held during our daily common planning time, district wide school improvement meetings attended by our core area chairpersons and from successes learned and shared from staff school improvement inservices.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

The yearly annual report that is presented to our district parents provides data on AYP, common testing such as MAP Tests and overall school improvement initiatives with results. ie. RTI Program, PALS etc.

This is shared at PTO Meetings, Title One Parent Meetings and at Parent/Teacher Conferences.

Statement of Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Mr. Scott - Primary School Principal

Address:

12 North Walnut St. Bangor, MI.49013

Telephone Number:

269-427-6848

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Our monthly staff meetings first topic on each agenda will be a review of each core area by the building chairperson. The initiatives in this plan will be updated and if anyone needs additional help, the core team will help them or we will need to bring in outside sources. We will assist any teacher with a problem or concern about the programs we are doing on a daily basis.

We will be having teaming meetings to discuss and present ideas and help for any student who is not making progress and is being considered for RTI or Special Education.

District professional development days will need to be dedicated to building wide reforms of reading and math remediation. School climate issues will be addressed with our counselor who has been charged to bring information on the program "Character Counts" to the Primary.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Our district has provided Title IA funds for the reading interventions in this plan. The RTI materials, reading mastery materials and additional staff have come through Title IIA. Support staff are provided on an ongoing basis. The principal has the ability to adjust staff and use the Building Budget to support the initiatives in this plan. Some funds are provided district wide to make inservices available as needed to support this plan.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Throughout the process of completing this plan, our school improvement team has referred to our district technology plan to ensure that our programs and activities are supported and are in line. New computers were added this summer (2) to each classroom to support our read naturally and RTI programs. Our computer lab is used each day for reading and math by each student. The new Kindergarten and First Grade interventions are fully supported by our technology director. We therefore have a multi-faceted approach to reach each child with full technology support