

# School Improvement Plan

School Year: 2009

School District: Bangor Public Schools

Intermediate School District: Van Buren ISD

School Name: Bangor Middle School

Grades Served: null

Principal: James A. Greydanus

Building Code: 04961

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.

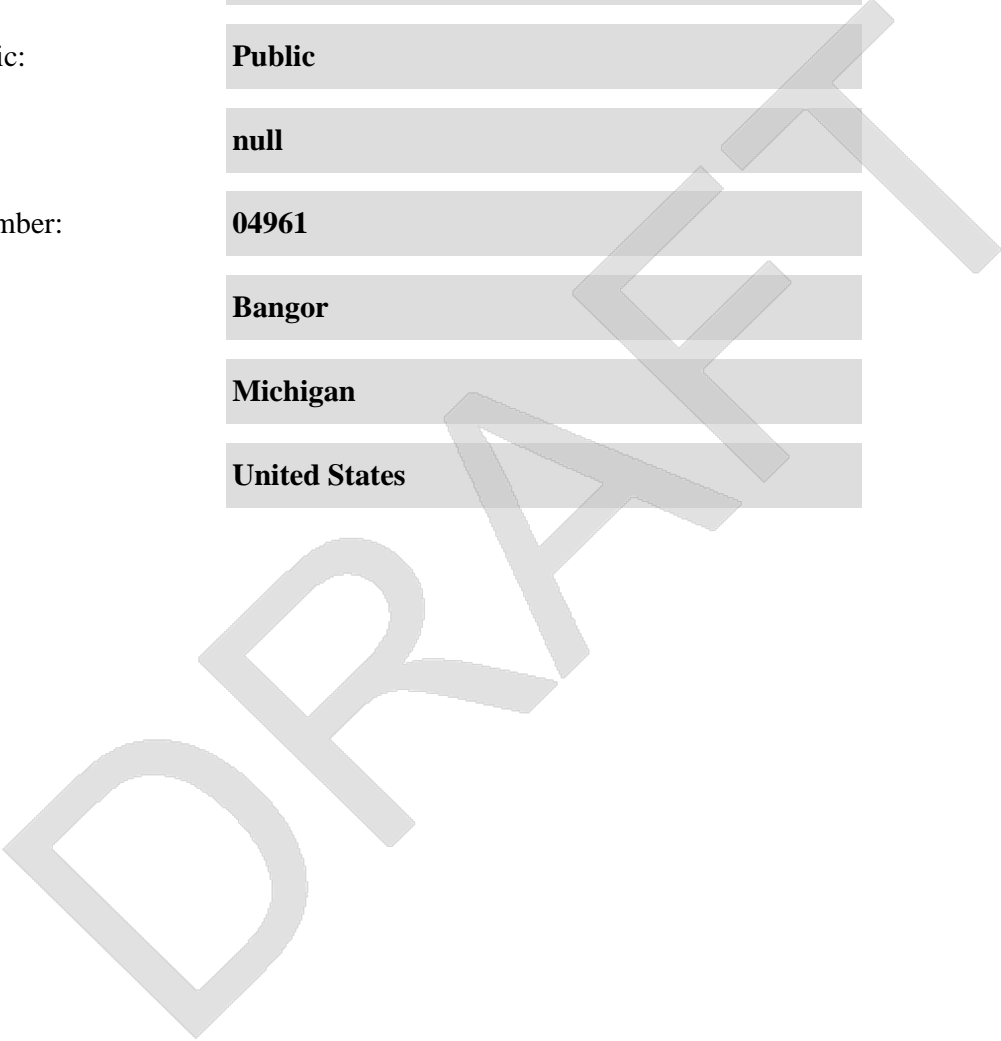
The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements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

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

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# School Information

School:	<b>Bangor Middle School</b>
District:	<b>Bangor Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>null</b>
School Code Number:	<b>04961</b>
City:	<b>Bangor</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>



# 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.*

All Bangor Middle School students will perform at a proficient level and have the social and academic skills necessary to be successful in future educational pursuits. Students will take personal responsibility for their actions and demonstrate care for others.

## **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 Middle School is dedicated to providing a safe, productive, and positive learning environment in which all students will learn.

## **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.*

All students can learn.

Teaching and learning is the key purpose for school. Student academic achievement the primary goal.

Each person is responsible for the individual choices he or she makes. It is the teacher's responsibility to manage the classroom and plan appropriate, engaging lessons. It is the student's responsibility to manage his or her own behavior.

## Goals

ID	Name	Development Status	Progress Status
2563	6-8 Science Goal	Approved	Open
5985	ELA Goal 2009-2010	Approved	Open
5986	6-8 Social Studies Goal	Approved	Open
5989	Math goal (2009-2010)	Approved	Open
5990	Parent Involvement	Approved	Open
5991	Technology Proficiency	Approved	Open
5995	Career Pathways	Approved	Open

### Goal 1: 6-8 Science Goal

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in science on the MEAP test.

**Gap Statement :** 74% of 8th graders were proficient on the 2008 MEAP test.

**Cause for Gap :** Students need a common vocabulary that stretches across the grade levels and across content areas. Students are not thinking about their answer options thoroughly and picking the best answer. Curriculum needs to be realigned.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores. Written curriculum. Common vocabulary tests.

**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?** Future MEAP scores. Future curriculum map to show that gaps have been addressed. Vocabulary tests.

**Contact Name :** Christy McDowell

#### List of Objectives:

ID	Objective
2287	85% of students will be proficient on the science MEAP. Scores will increase through the regular of MEAP-style warm-up questions.

## 1.1. Objective: SMART goal

**Measurable Objective Statement to Support Goal :** 85% of students will be proficient on the science MEAP. Scores will increase through the regular of MEAP-style warm-up questions.

### List of Strategies:

ID	Strategy	Locked By
0	The science department will create MEAP-style warm up questions in which students must choose an answer AND justify their answer. This will help students to think about the "best" answer rather than the first answer.	
0	Teachers will use articles in the Current Science magazine to generate student interest and teach topics related to the core curriculum.	

### 1.1.1. Strategy: Science Strategy

**Strategy Statement:** The science department will create MEAP-style warm up questions in which students must choose an answer AND justify their answer. This will help students to think about the "best" answer rather than the first answer.

#### 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.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

CNA I.3.B.2 Informs Curriculum and Instruction: The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

CNA II.1.B.3 Evaluation: School leaders design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to assure that the plan incorporates goals toward increased effectiveness in teaching for learning.

#### Other Required Information for Strategy

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

MEAP scores

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
A common vocabulary will be created that allows for students to understand concepts across grade levels and content areas	6/15/2009	8/29/2009	Christy McDowell, Beth Squires, Stu Furrow
Students will have a daily warm up in which they are presented with a content question written in multiple choice format in the style of the MEAP test. Previously released items may also be used. Students will need to select the best answer and then justify their reasoning.	6/15/2009	8/29/2009	Christy McDowell, Stu Furrow, Beth Squires
Science staff will begin meeting with a WMU coordinator to realign the science curriculum.	6/15/2009	8/29/2009	Christy McDowell, Stu Furrow, Beth Squires

**1.1.1.1. Activity: Develop Common Vocabulary**

**Activity Description:** A common vocabulary will be created that allows for students to understand concepts across grade levels and content areas

**Activity Type:** None

**Planned staff responsible for implementing activity:** Christy McDowell, Beth Squires, Stu Furrow

**Actual staff responsible for implementing activity:** Christy McDowell

**Planned Timeline:** Begin Date - 6/15/2009, End Date - 8/29/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Curriculum and GLCEs	No Funds Required	0.00	

**1.1.1.2. Activity: MEAP-style Warm-up questions**

**Activity Description:** Students will have a daily warm up in which they are presented with a content

question written in multiple choice format in the style of the MEAP test. Previously released items may also be used. Students will need to select the best answer and then justify their reasoning.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Christy McDowell, Stu Furrow, Beth Squires

**Actual staff responsible for implementing activity:** Christy McDowell

**Planned Timeline:** Begin Date - 6/15/2009, End Date - 8/29/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Curriculum, GLCEs, released MEAP questions	No Funds Required	0.00	

### 1.1.1.3. Activity: Curriculum Realignment

**Activity Description:** Science staff will begin meeting with a WMU coordinator to realign the science curriculum.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Christy McDowell, Stu Furrow, Beth Squires

**Actual staff responsible for implementing activity:** Christy McDowell

**Planned Timeline:** Begin Date - 6/15/2009, End Date - 8/29/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Curriculum, GLCEs	No Funds Required	0.00	

### 1.1.2. Strategy: Current Science Magazine

**Strategy Statement:** Teachers will use articles in the Current Science magazine to generate student interest and teach topics related to the core curriculum.

**Selected Target Areas**

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.

**Other Required Information for Strategy**

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

Reading relevant and engaging material supports learning.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will have students read and reflect on articles related to the curriculum from the monthly Current Science magazine.	9/8/2009	6/1/2010	Science teachers

**1.1.2.1. Activity: Current Science Articles**

**Activity Description:** Teachers will have students read and reflect on articles related to the curriculum from the monthly Current Science magazine.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Science teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/1/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Current Science Magazine	Title I Part A	300.00	

**Goal 2: ELA Goal 2009-2010**

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in Reading and Writing. (COPY)

**Gap Statement :** In Fall 2008:

\* 79% of 6th grade, 70% of 7th grade, and 66% of 8th grade were proficient on the Reading MEAP.

Economically disadvantaged students scored 11 - 26% below the noneconomically disadvantaged students.

\* 74% of white 8th grade students were proficient on the Reading MEAP, while only 52% of Hispanic students were proficient.

\* 76% of 6th grade, 78% of 7th grade, and 73% of 8th grade female students were proficient on the Writing MEAP. Male students scored 6 - 16% below the female students.

**Cause for Gap :** Need for curriculum alignment

Economically disadvantaged students do not have the same educational opportunities as the noneconomically disadvantaged students. Many Hispanic students migrate during the school year, causing gaps in their educational achievement.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP Test  
MAP (NWEA) Test  
Classroom 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?** Increased MEAP scores  
Increased MAP (NWEA) scores  
Classroom assessments  
Student Surveys

**Contact Name :** Cathy Kimbler

**List of Objectives:**

ID	Objective
6713	All students will increase skills in the area of Reading. The percent of economically disadvantaged students scoring proficient on the Fall 2009 ELA MEAP will be within 10 percentage points of the noneconomically disadvantaged students.
6714	All students will increase skills in the area of Reading. The percent of Hispanic 8th grade students scoring proficient on the Fall 2009 ELA MEAP will increase from 52% to 60%.
6715	All students will increase skills in the area of Writing. The percent of 8th grade male students scoring proficient on the Fall 2009 ELA Writing MEAP will be within 5 percentage points of the female 8th grade students.

## 2.1. Objective: Reading Objective 1

**Measurable Objective Statement to Support Goal :** All students will increase skills in the area of Reading. The percent of economically disadvantaged students scoring proficient on the Fall 2009 ELA MEAP will be

within 10 percentage points of the noneconomically disadvantaged students.

### List of Strategies:

ID	Strategy	Locked By
0	Students will be given specific lessons to increase comprehension.	
0	Teachers will use Kagan Cooperative Learning Activities to increase student comprehension skills.	
0	Paraprofessionals working in the classroom will offer special assistance to students who need it. Through one-on-one tutoring, students will have extra help provided to elevate their learning.	

## 2.1.1. Strategy: Comprehension Strategy

**Strategy Statement:** Students will be given specific lessons to increase comprehension.

### 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.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 III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.

### Other Required Information for Strategy

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

Best practice comprehension strategies.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Through round robin, students will complete a story map for the text that they've read.	9/8/2009	6/5/2010	Alexis VanLoon
Once a story has been read, students generate a list of questions they feel are important from the story. (Each student can select 4-5 questions). Teacher narrows it down to 10-15 questions (or what is appropriate for that group of students) that will be used for Showdown and places them on	9/23/2009	6/5/2010	Cathy Kimbler

cards. Each group will get a set of cards. One student in each group is designated captain. The showdown captain draws the top card, reads the question, and provides think time. Working alone, all students, including the captain, write down their answers. When all have finished, they will signal they are ready. The showdown captain yells, "Showdown" and all show and discuss their answers. The showdown captain leads the checking. If correct, the team celebrates. If not, the teammates tutor, then celebrate. The person on the left of the showdown captain becomes the showdown captain for the next round.			
After a story is read, each student fills out a conflict/solution map where they identify the major parts of the story. The first part they fill out is the setting, which includes the who, what, where, and when of the story. Next they fill out the events leading up to and including the conflict. Last they fill out the solution to the problem. When finished, students share their answers with others. For differentiated instruction, a teacher may fill out part of the map for students with special needs and let the student(s) fill in part of the map.	9/14/2009	6/5/2010	Cathy Kimbler

### 2.1.1.1. Activity: Story Mapping

**Activity Description:** Through round robin, students will complete a story map for the text that they've read.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Alexis VanLoon

**Actual staff responsible for implementing activity:** Cathy Kimbler  
Terry Abbott  
Christy McDowell  
Alexis VanLoon

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.1.1.2. Activity: Showdown

**Activity Description:** Once a story has been read, students generate a list of questions they feel are important from the story. (Each student can select 4-5 questions). Teacher narrows it down to 10-15 questions (or what is appropriate for that group of students) that will be used for Showdown and places them on cards. Each group will get a set of cards. One student in each group is designated captain. The showdown captain draws the top card, reads the question, and provides think time. Working alone, all students, including the captain, write down their answers. When all have finished, they will signal they are ready. The showdown captain yells, "Showdown" and all show and discuss their answers. The showdown captain leads the checking. If correct, the team celebrates. If not, the teammates tutor, then celebrate. The person on the left of the showdown captain becomes the showdown captain for the next round.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Cathy Kimbler

**Actual staff responsible for implementing activity:** Cathy Kimbler

Alexis VanLoon

Terry Abbott

Christy McDowell

**Planned Timeline:** Begin Date - 9/23/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.1.1.3. Activity: Conflict/Solution Map

**Activity Description:** After a story is read, each student fills out a conflict/solution map where they identify the major parts of the story. The first part they fill out is the setting, which includes the who, what, where, and when of the story. Next they fill out the events leading up to and including the conflict. Last they fill out the solution to the problem. When finished, students share their answers with others. For differentiated instruction, a teacher may fill out part of the map for students with special needs and let the student(s) fill in part of the map.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Cathy Kimbler

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott

Alexis VanLoon

Christy McDowell

**Planned Timeline:** Begin Date - 9/14/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

## 2.1.2. Strategy: Kagan Cooperative Learning

**Strategy Statement:** Teachers will use Kagan Cooperative Learning Activities to increase student comprehension skills.

**Selected Target 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.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.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.

**Other Required Information for Strategy**

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

Cooperative learning and increasing comprehension.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Each student is given a card with a key concept on it in the form of a question. The answer to the question is on back of the card. Students move around the room and find another student to ask their question on their card. When each student has asked his/her question, they exchange cards, find a new partner, and repeat the process.	9/2/2008	6/4/2009	All teachers
Through round robin students will complete the story map for the text that they've read.	9/2/2008	6/4/2009	Language Arts teachers
Teammates play a card game to respond to questions. Roles rotate with each new question. Each team receives a set of question cards. Student 1	9/7/2009	6/6/2010	Terry Abbott

holds question cards in a fan and says, "Pick a card, any card." Student 2 picks a card, reads the question aloud, and allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer and praises or tutors for correct/incorrect answers. For questions that have no right/wrong answer, student 4 does not check for correctness but praises and then paraphrases the thinking that went into the answer. Students rotate roles, one person clockwise for each new round.

### 2.1.2.1. Activity: Quiz, Quiz Trade

**Activity Description:** Each student is given a card with a key concept on it in the form of a question. The answer to the question is on back of the card. Students move around the room and find another student to ask their question on their card. When each student has asked his/her question, they exchange cards, find a new partner, and repeat the process.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott  
Linda Coggins  
Christy McDowell  
Alexis VanLoon  
Jonathan Swegles  
Al Littel  
Sarah Dunakin  
Patti Smith  
Pam Dougherty  
Beth Squires

**Planned Timeline:** Begin Date - 9/2/2008, End Date - 6/4/2009

**Actual Timeline:** Begin Date - 9/2/2008, End Date - 6/4/2009

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.1.2.2. Activity: Story Mapping

**Activity Description:** Through round robin students will complete the story map for the text that

they've read.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Language Arts teachers

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott  
Christy McDowell  
Alexis VanLoon  
Linda Coggins

**Planned Timeline:** Begin Date - 9/2/2008, End Date - 6/4/2009

**Actual Timeline:** Begin Date - 9/2/2008, End Date - 6/4/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.1.2.3. Activity: Fan-N-Pick

**Activity Description:** Teammates play a card game to respond to questions. Roles rotate with each new question. Each team receives a set of question cards. Student 1 holds question cards in a fan and says, "Pick a card, any card." Student 2 picks a card, reads the question aloud, and allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer and praises or tutors for correct/incorrect answers. For questions that have no right/wrong answer, student 4 does not check for correctness but praises and then paraphrases the thinking that went into the answer. Students rotate roles, one person clockwise for each new round.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Terry Abbott

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott  
Christy McDowell  
Alexis VanLoon

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/6/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

**2.1.3. Strategy: Paraprofessional Assistance**

**Strategy Statement:** Paraprofessionals working in the classroom will offer special assistance to students who need it. Through one-on-one tutoring, students will have extra help provided to elevate their learning.

**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.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.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.

**Other Required Information for Strategy**

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

Extra assistance for students.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Paraprofessionals will work with students in small groups to enhance the instruction being taught in the classroom.	9/7/2009	6/5/2010	Jim Greydanus
When appropriate, paraprofessionals will read tests to students who need this accommodation to be successful.	9/7/2009	6/5/2010	Jim Greydanus
Once a week paraprofessionals will work with at-risk students to help them complete missing assignments from that week. This will help students become more successful in their classes.	9/17/2009	6/5/2010	Jim Greydanus

**2.1.3.1. Activity: Small Group Instruction**

**Activity Description:** Paraprofessionals will work with students in small groups to enhance the instruction being taught in the classroom.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Jim Greydanus

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott  
Beth Squires  
Christy McDowell  
Debbie Dashner  
Jon Swegles

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.1.3.2. Activity: Reading Tests to Students

**Activity Description:** When appropriate, paraprofessionals will read tests to students who need this accommodation to be successful.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Jim Greydanus

**Actual staff responsible for implementing activity:** Cathy Kimbler

Alexis VanLoon  
Terry Abbott  
Beth Squires  
Debbie Dashner  
Christy McDowell

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

**2.1.3.3. Activity: Special Tutoring**

**Activity Description:** Once a week paraprofessionals will work with at-risk students to help them complete missing assignments from that week. This will help students become more successful in their classes.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Jim Greydanus

**Actual staff responsible for implementing activity:** Jim Greydanus  
Dan Thorbjornsen

**Planned Timeline:** Begin Date - 9/17/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

**2.2. Objective: Reading Objective 2**

**Measurable Objective Statement to Support Goal :** All students will increase skills in the area of Reading. The percent of Hispanic 8th grade students scoring proficient on the Fall 2009 ELA MEAP will increase from 52% to 60%.

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers will use Differentiated Instruction Strategies to increase comprehension skills.	
0	Teachers will use Kagan Cooperative Learning Activities to increase student comprehension skills.	
0	Teachers will use READ Magazine to teach various genres.	

## 2.2.1. Strategy: Differentiated Instruction Strategy

**Strategy Statement:** Teachers will use Differentiated Instruction Strategies to increase comprehension skills.

### 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.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 II.1.A.4 Knowledge of Student Development and Learning: The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

### Other Required Information for Strategy

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

Differentiated instruction

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Prior to reading stories, students are given a Multiple Intelligences Survey to determine their strongest areas of intelligence. After the stories are read, students are given a menu with choices of activities to do and are encouraged to try the ones that match their modes of learning.	4/13/2009	4/13/2010	Cathy Kimbler
Teachers determine which tiered activity is most appropriate for each student based on the literary element (plot, setting, personal connections, theme, etc..) being instructed. An example is in literature circles, where students choose their own books but the teacher chooses the lessons for them based on their instructional level.	9/8/2009	6/5/2010	Christy McDowell

### 2.2.1.1. Activity: Differentiated Instruction Choices

**Activity Description:** Prior to reading stories, students are given a Multiple Intelligences Survey to determine their strongest areas of intelligence. After the stories are read, students are given a menu with choices of activities to do and are encouraged to try the ones that match their modes of learning.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Cathy Kimbler

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott

Alexis VanLoon

Christy McDowell

**Planned Timeline:** Begin Date - 4/13/2009, End Date - 4/13/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.2.1.2. Activity: Tiered Lesson

**Activity Description:** Teachers determine which tiered activity is most appropriate for each student based on the literary element (plot, setting, personal connections, theme, etc..) being instructed. An example is in literature circles, where students choose their own books but the teacher chooses the lessons for them based on their instructional level.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Christy McDowell

**Actual staff responsible for implementing activity:** Terry Abbott

Cathy Kimbler

Christy McDowell

Alexis VanLoon

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.2.2. Strategy: Kagan Cooperative Learning

**Strategy Statement:** Teachers will use Kagan Cooperative Learning Activities to increase student comprehension skills.

### Selected Target Areas

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### Other Required Information for Strategy

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

Cooperative learning

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Partners take turns, one solving a problem while the other coaches. Partner A first solves the first problem. Partner B watches and listens, checks, coaches if necessary, and praises. Partner B solves the next problem. Partner A watches and listens, checks, coaches if necessary, and praises. Partners repeat taking turns solving successive problems.	9/8/2009	6/5/2010	Christy McDowell
Teammates each write three statements: two true, one false, attempting to trick their teammates. One student on each team stands and reads his/her statements to teammates. Without consulting teammates, each student writes down his/her own best guess which statement is false. Teammates round robin and defend their "best guess." Teammates announce their guess(es). The standing student announces the false statement. Students celebrate: The standing student congratulates teammates who guessed correctly. Teammates who were fooled congratulate the standing student. The next teammate stands to share. The process is repeated.	9/7/2009	6/5/2010	Cathy Kimbler

#### 2.2.2.1. Activity: Rally Coach

**Activity Description:** Partners take turns, one solving a problem while the other coaches. Partner A first solves the first problem. Partner B watches and listens, checks, coaches if necessary, and praises. Partner B solves the next problem. Partner A watches and listens, checks, coaches if necessary, and praises. Partners repeat taking turns solving successive problems.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Christy McDowell

**Actual staff responsible for implementing activity:** Christy McDowell  
Cathy Kimbler

Terry Abbott  
Alexis VanLoon

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.2.2.2. Activity: Find the Fiction

**Activity Description:** Teammates each write three statements: two true, one false, attempting to trick their teammates. One student on each team stands and reads his/her statements to teammates. Without consulting teammates, each student writes down his/her own best guess which statement is false. Teammates round robin and defend their "best guess." Teammates announce their guess(es). The standing student announces the false statement. Students celebrate: The standing student congratulates teammates who guessed correctly. Teammates who were fooled congratulate the standing student. The next teammate stands to share. The process is repeated.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Cathy Kimbler

**Actual staff responsible for implementing activity:** Terry Abbott

Christy McDowell

Alexis VanLoon

Cathy Kimbler

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 2.2.3. Strategy: READ Magazine

**Strategy Statement:** Teachers will use READ Magazine to teach various genres.

**Selected Target Areas**

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.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?*

Best practice in teaching genres.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will use READ Magazine to teach various genres.	9/8/2009	6/15/2010	Christy McDowell Cathy Kimbler Dan Thorbjornsen Kurt Raducha

**2.2.3.1. Activity: READ Magazine**

**Activity Description:** Teachers will use READ Magazine to teach various genres.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Christy McDowell  
Cathy Kimbler  
Dan Thorbjornsen  
Kurt Raducha

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
READ Magazine	Title I Part A	300.00	

## 2.3. Objective: Writing Objective

**Measurable Objective Statement to Support Goal :** All students will increase skills in the area of Writing. The percent of 8th grade male students scoring proficient on the Fall 2009 ELA Writing MEAP will be within 5 percentage points of the female 8th grade students.

### List of Strategies:

ID	Strategy	Locked By
0	Students will be given a writing assignment in which they will use peer editing skills to collaborate with their peers before completing the final draft.	
0	All students will be given various graphic organizers as organizational tools.	

### 2.3.1. Strategy: Writing Strategy

**Strategy Statement:** Students will be given a writing assignment in which they will use peer editing skills to collaborate with their peers before completing the final draft.

#### 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.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.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.

#### Other Required Information for Strategy

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

Writing instruction.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will be provided high interest topics and articles to read to aid	9/7/2009	6/5/2010	Alexis

them in their topic selection for their writing assignment.			VanLoon
As an alternative to the traditional term paper, students will write a multi-genre paper by choosing a topic related to the historical theme given by the teacher. Students will write the paper through the eyes of an appropriate narrator - someone who is part of the historical event taking place. Once the point of view has been determined, students write the paper based on first-person view and include a certain number of facts in it. Because the information contained in the paper is not their own, students need to include endnotes to credit the sources of their facts. The National Writing Project designed the idea for this type of paper and says it bridges the gap in achievement for students because it personalizes the experiences for them.	10/15/2009	6/5/2010	Cathy Kimbler

### 2.3.1.1. Activity: Type 4 Writing

**Activity Description:** Students will be provided high interest topics and articles to read to aid them in their topic selection for their writing assignment.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Alexis VanLoon

**Actual staff responsible for implementing activity:** Cathy Kimbler

Alexis VanLoon

Terry Abbott

Christy McDowell

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### **Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title I Part A	20,000.00	

### 2.3.1.2. Activity: Multi-Genre Paper

**Activity Description:** As an alternative to the traditional term paper, students will write a multi-genre paper by choosing a topic related to the historical theme given by the teacher. Students will write the paper through the eyes of an appropriate narrator - someone who is part of the historical event taking place. Once the point of view has been determined, students write the paper based on first-person view and include a certain number of facts in it. Because the information contained in the paper is not their

own, students need to include endnotes to credit the sources of their facts. The National Writing Project designed the idea for this type of paper and says it bridges the gap in achievement for students because it personalizes the experiences for them.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Cathy Kimbler

**Actual staff responsible for implementing activity:** Cathy Kimbler  
Christy McDowell  
Terry Abbott

**Planned Timeline:** Begin Date - 10/15/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title I Part A	20,000.00	

### 2.3.2. Strategy: Using Graphic Organizer

**Strategy Statement:** All students will be given various graphic organizers as organizational tools.

**Selected Target Areas**

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 I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

CNA III.1.B.5 Student-Centered: Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

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

Use of graphic organizers to enhance instruction.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will be provided a fact sheet that will help them plot out the writing assignment by sequentially setting up their assignment (i.e., introduction, body of paper, conclusion). This will help them outline and organize their ideas.	9/7/2009	6/5/2010	Terry Abbott

**2.3.2.1. Activity: Fact Sheet**

**Activity Description:** Students will be provided a fact sheet that will help them plot out the writing assignment by sequentially setting up their assignment (i.e., introduction, body of paper, conclusion). This will help them outline and organize their ideas.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Terry Abbott

**Actual staff responsible for implementing activity:** Cathy Kimbler

Terry Abbott

Alexis VanLoon

Christy McDowell

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/5/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title I Part A	10,000.00	

**Goal 3: 6-8 Social Studies Goal**

**Content Area :** Social Studies

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient on the 9th grade social studies MEAP.

**Gap Statement :** On the 9th grade MEAP test only 68% of students were proficient. This could be the result of a lack of understanding what exactly is being asked in questions on the MEAP test.

**Cause for Gap :** Students may have a knowledge of what certain words mean but they may not understand those words in the context of social studies.

Lack of curriculum alignment in grades 6-8 and K-12.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 2008-2009 9th Grade MEAP Summary Report

**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?** Improvement in 9th grade MEAP scores  
Development of end of the year assessments

**Contact Name :** Andrea Guy

### List of Objectives:

ID	Objective
6716	Seventy-five percent of students will score a seventy-five percent or better on the assessments of core social studies vocabulary words.
6717	Align curriculum in grades 6-8.

## 3.1. Objective: SMART Goal 1

**Measurable Objective Statement to Support Goal :** Seventy-five percent of students will score a seventy-five percent or better on the assessments of core social studies vocabulary words.

### List of Strategies:

ID	Strategy	Locked By
0	Identification of core social studies vocabulary words from the 6-8 GLCEs. Creation of definitions for these words using the MDE website and dictionaries.	
0	Development of pre and post-tests over core social studies vocabulary words. Pre and post-tests are administered in 6th, 7th & 8th grades.	
0	Teachers will administer assessments to students and calculate the results.	
0	Teachers will meet and compare results on the pre and post-tests in 6th, 7th and 8th grades. Words that students had difficulty with will be passed on to the next grade level. Additional words that need to be added to the list or words that can be eliminated are removed.	

### 3.1.1. Strategy: Development of Core Vocabulary List and Definitions

**Strategy Statement:** Identification of core social studies vocabulary words from the 6-8 GLCEs. Creation of definitions for these words using the MDE website and dictionaries.

### Selected Target Areas

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

### Other Required Information for Strategy

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

Best Practice

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Pre and Post-Tests to students and determine if students meet the target score.	11/20/2008	6/1/2009	Andrea Guy, Jonathan Swegles and Alexis VanLoon

#### 3.1.1.1. Activity: Pre and Post-Tests

**Activity Description:** Administer Pre and Post-Tests to students and determine if students meet the target score.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Andrea Guy, Jonathan Swegles and Alexis VanLoon

**Actual staff responsible for implementing activity:** Andrea Guy, Jonathan Swegles, Alexis VanLoon and Terry Abbott

**Planned Timeline:** Begin Date - 11/20/2008, End Date - 6/1/2009

**Actual Timeline:** Begin Date - 1/10/2009, End Date - 4/25/2009

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Creation of Pre and Post Tests	No Funds Required	0.00	

### 3.1.2. Strategy: Creation of Assessments

**Strategy Statement:** Development of pre and post-tests over core social studies vocabulary words. Pre and post-tests are administered in 6th, 7th & 8th grades.

#### Selected Target Areas

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

#### Other Required Information for Strategy

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

Best Practice

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing of pre and post-tests	10/21/2009	10/21/2009	Jonathan Swegles Alexis Vanloon Andrea Guy

#### 3.1.2.1. Activity: Writing of Assessments

**Activity Description:** Writing of pre and post-tests

**Activity Type:** None

**Planned staff responsible for implementing activity:** Jonathan Swegles

Alexis Vanloon

Andrea Guy

**Actual staff responsible for implementing activity:** Jonathan Swegles

Alexis Vanloon

Andrea Guy

**Planned Timeline:** Begin Date - 10/21/2009, End Date - 10/21/2009

**Actual Timeline:** Begin Date - 10/21/2009, End Date - 10/21/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Fee for three teachers	Title II Part A	300.00	

**3.1.3. Strategy: Assessing core social studies words**

**Strategy Statement:** Teachers will administer assessments to students and calculate the results.

**Selected Target Areas**

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

CNA I.3.B.1 Reporting: The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

**Other Required Information for Strategy**

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

2008-2009 MEAP summary report  
9th grade MEAP released items  
MDE social studies vocabulary words

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will be provided a list of words and definitions. Time will be spent in class studying and working with students in between the pre and post-tests.	11/4/2008	1/26/2009	Jonathan Swegles Andrea Guy Alexis Vanloon

**3.1.3.1. Activity: In-class activities**

**Activity Description:** Students will be provided a list of words and definitions. Time will be spent in class studying and working with students in between the pre and post-tests.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Jonathan Swegles

Andrea Guy

Alexis Vanloon

**Actual staff responsible for implementing activity:** Jonathan Swegles

Andrea Guy

Alexis Vanloon

**Planned Timeline:** Begin Date - 11/4/2008, End Date - 1/26/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 3.1.4. Strategy: Evaluation of Student Progress

**Strategy Statement:** Teachers will meet and compare results on the pre and post-tests in 6th, 7th and 8th grades. Words that students had difficulty with will be passed on to the next grade level. Additional words that need to be added to the list or words that can be eliminated are removed.

**Selected Target Areas**

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.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

**Other Required Information for Strategy**

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

Best Practice

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet and generate a new list of words that students need to focus on. These words will be generated from the data collected by teachers after student's pre and post tests. Lists of words that each grade level had difficulty with will be passed on to the next grade level for them to work on. Any words that students did not have difficulty with will be deleted. Additional words can be added through the use of primary sources, textbooks and other social studies resources, including The New York Time UpFront magazine.	3/26/2009	3/26/2009	Kurt Racucha Andrea Guy Alexis Vanloon

**3.1.4.1. Activity: Creation of a revised social studies vocabulary list**

**Activity Description:** Teachers will meet and generate a new list of words that students need to focus on. These words will be generated from the data collected by teachers after student's pre and post tests. Lists of words that each grade level had difficulty with will be passed on to the next grade level for them to work on. Any words that students did not have difficulty with will be deleted. Additional words can be added through the use of primary sources, textbooks and other social studies resources, including The New York Time UpFront magazine.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Kurt Racucha  
Andrea Guy  
Alexis Vanloon

**Actual staff responsible for implementing activity:** Kurt Raducha  
Andrea Guy  
Alexis Vanloon

**Planned Timeline:** Begin Date - 3/26/2009, End Date - 3/26/2009

**Actual Timeline:** Begin Date - 5/24/2009, End Date - 5/24/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	
Student subscriptions to The New York Time UpFront magazine	Title I School Improvement (ISI)	282.00	

**3.2. Objective: SMART Goal 2**

**Measurable Objective Statement to Support Goal :** Align curriculum in grades 6-8.

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers will write their curriculum if they have not yet done so.	
0	After curriculum is written teachers will work in groups to align the curriculum between the grade levels.	

**3.2.1. Strategy: Write curriculum in grades 6-8**

**Strategy Statement:** Teachers will write their curriculum if they have not yet done so.

**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.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

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 III.2.B.2 Applies Curriculum Content: Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

CNA III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement

plan. The expected outcome from these initiatives is an increase in student achievement.  
 CNA IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

### Other Required Information for Strategy

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

State mandated

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will write their individual curriculum in order to begin the alignment process.	9/5/2009	10/5/2009	Jonathan Swegles Andrea Guy Alexis Vanloon

### 3.2.1.1. Activity: Creation of grade level curriculum

**Activity Description:** Teachers will write their individual curriculum in order to begin the alignment process.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Jonathan Swegles  
Andrea Guy  
Alexis Vanloon

**Actual staff responsible for implementing activity:** Same as above

**Planned Timeline:** Begin Date - 9/5/2009, End Date - 10/5/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	300.00	

### 3.2.2. Strategy: Alignment of Curriculum in grades 6-8

**Strategy Statement:** After curriculum is written teachers will work in groups to align the curriculum

between the grade levels.

### 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.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

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.

### Other Required Information for Strategy

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

School Improvement Framework

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be released for a day or more to write and align curriculum.	9/8/2009	6/15/2010	Teachers

#### 3.2.2.1. Activity: Curriculum release day

**Activity Description:** Teachers will be released for a day or more to write and align curriculum.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes	Title I School Improvement (ISI)	1,000.00	

**Goal 4: Math goal (2009-2010)****Content Area :** Math**Goal Source :** Continuous Improvement**Development Status :** Approved**Student Goal Statement :** All students will be proficient in Math.**Gap Statement :** On the 2008 MEAP assessment only 77% of the 6th graders, 73% of the 7th graders, and 66% of the 8th graders are proficient in Math.**Cause for Gap :** Lack of basic math retention skills, multiple levels of math exposure, students moving in and out of district, and limited work effort among students, as well as limited parental support. Curriculum alignment and consistency between all three grade levels needs to be improved.**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP tests

NWEA (MAP) testing

Classroom assessments

Student surveys

**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?** Increased MEAP test results

Increased NWEA (MAP) tests results

Classroom assessments

Student survey results

**Contact Name :** Patti Smith**List of Objectives:**

ID	Objective
6720	All students will increase skills in the knowledge and application of similarity of triangles in Geometry. The % of non-disabled students proficient in this area of the MAP testing will increase 10% from the 2008-2009 school year to 2009-2010.

**4.1. Objective: math objective I****Measurable Objective Statement to Support Goal :** All students will increase skills in the knowledge and

application of similarity of triangles in Geometry. The % of non-disabled students proficient in this area of the MAP testing will increase 10% from the 2008-2009 school year to 2009-2010.

**List of Strategies:**

ID	Strategy	Locked By
0	The teacher will emphasize the geometry strand GLCE's	
0	Paraprofessionals will assist students with math assignments.	

### 4.1.1. Strategy: Triangle similarity strategy

**Strategy Statement:** The teacher will emphasize the geometry strand GLCE's

**Selected Target Areas**

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.

**Other Required Information for Strategy**

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

Effective Geometry instruction.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math teachers will emphasize the instruction of the geometry GLCE's.	9/8/2009	6/15/2010	Patti Smith Pam Dougherty Deb Dashner

#### 4.1.1.1. Activity: Geometry instruction

**Activity Description:** Math teachers will emphasize the instruction of the geometry GLCE's.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Patti Smith  
Pam Dougherty  
Deb Dashner

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

### 4.1.2. Strategy: Paraprofessional Assistance

**Strategy Statement:** Paraprofessionals will assist students with math assignments.

**Selected Target Areas**

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.

**Other Required Information for Strategy**

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

Student assistance strategies.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parapros assist students with their work.	9/8/2009	6/15/2010	Math teachers Paraprofessionals
A teacher and a parapros will be available for an hour after school two nights per week to help students complete their work.	9/8/2009	6/15/2010	Pam Dougherty Deb Dashner Diane Birner Cyndi McCain

#### 4.1.2.1. Activity: Paraprofessional Assistance

**Activity Description:** Parapros assist students with their work.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Math teachers  
Paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title I Part A	20,000.00	

#### 4.1.2.2. Activity: After School Program

**Activity Description:** A teacher and a parapro will be available for an hour after school two nights per week to help students complete their work.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Pam Dougherty  
Deb Dashner  
Diane Birner  
Cyndi McCain

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Program	Title I Part A	10,000.00	

## Goal 5: Parent Involvement

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** More parents will be involved with their students education at Bangor Middle School

**Gap Statement :** Currently, only 60% of Bangor Middle School Parents attend fall parent teacher conferences.

**Cause for Gap :** One cause for lower parent involvement can be assumed to be parent discomfort about being at a school.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Research has shown parent discomfort to be a cause of parents avoiding school contact.

**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?** An increase of at least 10% in parent attendance at both Fall and Spring Conferences will indicate the success of this goal.

An increase of at least 10% of parents who are signed up for Edline.

**Contact Name :** Sarah Tollefson

**List of Objectives:**

ID	Objective
6722	There will be an increase of at least 10% in parent attendance at Fall and Spring Conferences.

## 5.1. Objective: Increase Percentage of Parents Attending Parent Teacher Conferences

**Measurable Objective Statement to Support Goal :** There will be an increase of at least 10% in parent attendance at Fall and Spring Conferences.

**List of Strategies:**

ID	Strategy	Locked By
0	Teachers will make a parent contact, prior to Parent Teacher Conferences inviting them to conferences.	

### 5.1.1. Strategy: Increase Percentage of Parents Attending Parent Teacher Conferences

**Strategy Statement:** Teachers will make a parent contact, prior to Parent Teacher Conferences inviting

them to conferences.

### Selected Target Areas

CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

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.

CNA III.1.B.2 Communication: All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

CNA IV.1.A.2 Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

CNA IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

CNA IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

### Other Required Information for Strategy

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

Parent involvement strategies.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Each classroom teacher will make parent contacts by note or phone prior to Parent Teacher Conferences. Teachers will meet to ensure that every student's parent or guardian is contacted by a Bangor Middle School teacher.	9/6/2009	6/6/2010	Classroom teachers.

#### 5.1.1.1. Activity: Parent Contact

**Activity Description:** Each classroom teacher will make parent contacts by note or phone prior to Parent Teacher Conferences. Teachers will meet to ensure that every student's parent or guardian is contacted by a Bangor Middle School teacher.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom teachers.

**Actual staff responsible for implementing activity:**

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

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Classroom teachers	No Funds Required	0.00	
Postage	General Funds	20.00	

## Goal 6: Technology Proficiency

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in technology by the end of 8th grade.

**Gap Statement :** Not all students have technology classes. Not all teachers use technology in the classroom.

**Cause for Gap :** The schedule does not allow for band students to take technology class. Some teachers are uncomfortable using technology in the classroom. Some students are not comfortable with technology. Not all students have family support that emphasizes academic success.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Class schedule. Technology curriculum. Staff surveys.

**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?** Technology class grades. Content class grades.

**Contact Name :** Kurt Raducha

**List of Objectives:**

ID	Objective
6723	Half of the teachers in the middle school will use distance learning in at least one class by the end of the school year.
6724	All students will be able to identify 3 risks of the Internet and 3 ways of protecting themselves.

**6.1. Objective: Distance learning in the classroom**

**Measurable Objective Statement to Support Goal :** Half of the teachers in the middle school will use distance learning in at least one class by the end of the school year.

**List of Strategies:**

ID	Strategy	Locked By
0	I will collaborate with classroom teachers and assist in finding, preparing and utilizing our distance learning resources.	

**6.1.1. Strategy: Distance Learning**

**Strategy Statement:** I will collaborate with classroom teachers and assist in finding, preparing and utilizing our distance learning resources.

**Selected Target Areas**

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 II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

**Other Required Information for Strategy**

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

Effective use of technology in the classroom.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
I will work with teachers to help them implement at least one distance learning lesson into a class.	1/10/2009	6/4/2009	Kurt Raducha

**6.1.1.1. Activity: Distance Learning Activity**

**Activity Description:** I will work with teachers to help them implement at least one distance learning lesson into a class.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Kurt Raducha

**Actual staff responsible for implementing activity:** Kurt Raducha

**Planned Timeline:** Begin Date - 1/10/2009, End Date - 6/4/2009

**Actual Timeline:** Begin Date - 1/10/2009, End Date - 6/4/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
500.00	Gear Up	500.00	

**6.2. Objective: The Risks of the Internet**

**Measurable Objective Statement to Support Goal :** All students will be able to identify 3 risks of the Internet and 3 ways of protecting themselves.

**List of Strategies:**

ID	Strategy	Locked By
0	I will produce lessons focusing on Internet safety. Lessons will involve reading, writing and hands-on activities.	

## 6.2.1. Strategy: Learning about Internet Safety

**Strategy Statement:** I will produce lessons focusing on Internet safety. Lessons will involve reading, writing and hands-on activities.

### Selected Target Areas

CNA II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*  
Internet safety for students.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
We will read about ways that the Internet can be hazardous to children. We will read about strategies children can use to protect themselves.	8/8/2009	6/7/2010	Kurt Raducha

### 6.2.1.1. Activity: Reading about Internet Safety

**Activity Description:** We will read about ways that the Internet can be hazardous to children. We will read about strategies children can use to protect themselves.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Kurt Raducha

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 8/8/2009, End Date - 6/7/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Materials	General Funds	20.00	

# Goal 7: Career Pathways

**Content Area :** Career and Employability Skills

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will demonstrate understanding of the 6 career pathways.

**Gap Statement :** Entering 7th grade, students have no understanding of what the career pathways are.

**Cause for Gap :** Students have not been exposed to career pathways prior to 7th grade.

**Multiple measures/sources of data you used to identify this gap in student achievement :** When school social worker introduces Career Pathways, students are not able to name or define the 6 career pathways.

**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?** Students will be able to identify the correct career pathway when given a list of possible careers.

Students will be able to create a work such as a poster, poem, or skit in which one career pathway is illustrated.

Students will be able to define the important ideas of each career pathway.

**Contact Name :** Sarah Tollefson

**List of Objectives:**

ID	Objective
6727	By the end of 7th Grade, students will be able to identify the 6 career pathways and give examples of a career which would fit into each one.

## 7.1. Objective: Pathway Identification

**Measurable Objective Statement to Support Goal :** By the end of 7th Grade, students will be able to identify the 6 career pathways and give examples of a career which would fit into each one.

**List of Strategies:**

ID	Strategy	Locked By
0	Mrs. Tollefson will meet with the 7th grade students in a class or advisory to provide instruction in Career Pathways.	

### 7.1.1. Strategy: Career Pathway Instruction

**Strategy Statement:** Mrs. Tollefson will meet with the 7th grade students in a class or advisory to provide instruction in Career Pathways.

#### Selected Target 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.

#### Other Required Information for Strategy

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

Career pathways

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Mrs. Tollefson will provide classroom instruction in career pathways.	9/8/2009	6/15/2010	Sarah Tollefson

#### 7.1.1.1. Activity: Career Pathway Instruction

**Activity Description:** Mrs. Tollefson will provide classroom instruction in career pathways.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Sarah Tollefson

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	

# Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$40.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$80,600.00	\$0.00
Title I School Improvement (ISI)	\$1,282.00	\$0.00
Title II Part A	\$600.00	\$0.00
Other	\$500.00	\$0.00

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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.	James	Greydanus	Principal	jgreydanus@bangorvikings.org
Ms.	Andrea	Guy	Teacher	aguy@bangorvikings.org
Mr.	Kurt	Raducha	Teacher	kraducha@bangorvikings.org
Mrs.	Sarah	Tollefson	Social Worker	stollefs@bangorvikings.org
Ms.	Cathy	Kimbler	Teacher	ckimbler@bangorvikings.org
Mrs.	Patti	Smith	Teacher	psmith@bangorvikings.org
Mrs.	Christy	McDowell	Teacher	cmcdowell@bangorvikings.org
Mrs.	Ann	Olendorf	Curriculum Director	aolendorf@bangorvikings.org

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

The School Improvement Plan was written by the team of teachers representing each of the core content areas as well as technology and parent involvement. Each curriculum leader reviewed the relevant data and reported the results to the team. He or she also took responsibility for preparing the goal for that content area.

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

There is a K-12 Curriculum Committee for each content area comprised of a chair person and a representative from each building. Curriculum and instruction decisions are made at the classroom and building level. Larger programming and textbook issues are presented to the K-12 content committee and then to the district curriculum committee.

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

Results of annual MEAP assessments are shared with core content area chairs and the teachers. Summary reports are prepared and shared with the broader school community.

# 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:	Principal
Address:	803 West Arlington, Bangor, MI 49013
Telephone Number:	269-427-6824

### 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?***

All staff will be engaged in district and building professional development to support the goals in this plan. Core content area teachers will attend conferences and workshops specific to their goal area. District and building inservices will focus on student achievement and meeting the individual needs of students. Teachers will also need additional instruction in the use of technology in the classroom.

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

Resources have been allocated for curriculum writing and professional development. These funds come from the general fund as well as Title funds and other grant sources.

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

There is a district technology plan to support the use of technology in the classroom and to support the work of teachers. The technology department offers regular workshops for teachers to expand their use of technology.

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**Bangor Middle School  
School Improvement Plan  
2007-2010  
Revised 8-09**

Index of Ten Components of Schoolwide Plan

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## **Comprehensive Needs Assessment**

The School Improvement Team, core content teachers and school administrators collected and analyzed data from a variety of sources to make adjustments to the school program for the benefit of the students.

- Student Achievement
  - MEAP results
  - NWEA MAP data
  - Grades
- School Programs
  - Attendance and Discipline data
  - Workfirst work completion data
- Perceptions Data
  - Parent Surveys
  - GEAR UP Surveys:
    - Parents
    - Students
    - Staff
  - Search Institute Survey
- Demographic Data
  - Student demographic trends

**Student Achievement Data**

Charts of student achievement data are displayed in the district annual report.

**School Programs Data**

**Discipline Referrals by Marking Period**

	1st marking period			2nd marking period			3rd marking period		
	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓
	2006-2007 6th grade	31	42	26.2↑	71	49	31↓	82	58
2006-2007 7th grade	141	177	20.3↑	209	247	15.4↑	208	266	21.8↑

	1st marking period			2nd marking period			3rd marking period		
	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓
	6th grade boys 06--07	26	39	33.3↑	52	36	30.8↓	65	52
6th grade girls 06--07	5	3	40↓	19	13	31.6↓	17	6	64.7↓

	1st marking period			2nd marking period			3rd marking period		
	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓	06--07	07--08	% ↑↓
	7th grade boys 06--07	122	153	20.3↑	177	191	7.3↑	162	230
7th grade girls 06--07	19	24	20.8↑	32	56	42.9↑	46	36	21.7

This data shows a comparison of discipline referrals from the 2006-2007 school year to the 2007-2008 school year. Last year's 6th grade students were the first class to start the middle school with instruction on the Marvin Marshall "Levels of Social Democracy." That program combined with our Workfirst initiative and the "8 to Great Program" are preventative measures that are evidenced in the decrease of referrals shown above.

## **Perceptions Data**

The results from a survey given at Parent-Teacher Conferences indicate that parents are generally pleased with the education their child is receiving at Bangor Middle School. Nearly all parents report that when they feel comfortable coming to Bangor Middle School and when they have questions and concerns, these are addressed in a timely and appropriate manner. Eighty-six percent of parents reported that extra help is available for their child when needed. Nearly sixty percent of the parents have internet access at home which gives them access to Edline and the school website.

As of April, 2008, 132 of 305 or 43.2 % of parent Edline accounts were active. For students, 254 of 302 or 84% of Edline accounts were active.

The GEAR UP parent, student and teacher surveys have been completed during March, 2008. The summary reports will be available for review during the summer.

## **Demographic Data**

	2005-06		2006-07		2007-08		2008-09	
	Total	%	Total	%	Total	%	Total	%
Total	342	100%	308	100%	295	100%	256	100%
Female	150	44%	152	49%	137	46%	129	50%
Male	192	56%	156	51%	158	54%	127	50%
American Indian	1	0%	3	1%	2	1%	3	1%
Asian/Pacific Islander	1	0%	2	1%	2	1%	0	0%
Black	28	8%	22	7%	24	8%	19	7%
Hispanic	80	23%	75	24%	68	23%	60	23%
Multiracial	1	0%	0	0%	0	0%	0	0%
White	231	68%	206	67%	199	67%	193	75%
Student w/ Disabilities	37	11%	27	9%	31	11%	20	8%
Student w/o Disabilities	305	89%	281	91%	264	89%	236	92%
Economically Disadvantaged	237	69%	214	69%	168	57%	142	55%
Non-economically Disadvantaged	105	31%	105	34%	127	43%	114	45%
English Proficient	314	92%	284	92%	274	93%	240	94%
Limited English Proficient	28	8%	24	8%	21	7%	16	6%
Full Academic Year	290	85%	265	86%	255	86%	228	89%
Less than Full Academic Year	52	15%	43	14%	40	14%	28	11%

### Summary of Demographic Data

The demographic data of the students at Bangor Middle School has remained quite consistent over the past three years with one exception. The percentage of economically disadvantaged students has declined from 69% to 55%. Considering that the economically disadvantaged subgroup has often experienced lower percentages of proficiency, the percent of students proficient overall should be slightly higher.

## **Schoolwide Reform Strategies**

### 8 to Great – MK Mueller

Bangor Middle School teachers have expressed concern about the level of motivation that students have toward their school work and academic success. In February, 2007 the faculty were trained to present the 8 to Great program for social and emotional learning by the author MK Mueller.

### Hierarchy for Social Development – Marvin Marshall

Middle School staff has been trained to teach and use the Levels of Social Development from the book Discipline without Stress, Punishment, or Rewards by Marvin Marshall. Through the program students are taught to take personal responsibility for their actions and to examine the motivation for their actions.

### Project Wisdom

Each morning Tuesday – Friday a Project Wisdom announcement is read over the PA system. Each message contains a positive character development message. The program is intended to:

- Decrease incidents of teasing and/or bullying
- Decrease discipline referrals
- Affect school climate in a positive way
- Have a positive impact on teacher morale
- Increase students' social-emotional competencies
- Stimulate student conversation about character issues

### Collins Writing Strategies

Bangor Middle School staff has been trained to use the Collins Writing method to improve writing across the curriculum.

## **Evaluation of Reform Strategies**

As part of the review of the schoolwide plan, the school improvement team will review the various types of data collected to determine if improvements have been made. The 8 to Great program, Hierarchy of Social Development and Project Wisdom will be evaluated primarily using school program and perceptions data. The Collins Writing strategies will be evaluated using student achievement data with an emphasis on MEAP Writing scores and constructed response items.

## Instruction by Highly Qualified Staff

**Paraprofessionals:** All instructional paraprofessionals at Bangor Middle School meet the NCLB requirements for instructional paraprofessionals. In anticipation of the requirement deadline, Bangor Public Schools provided tutoring and test preparation assistance to any paraprofessional wanting to take the WorkKeys assessment to meet the requirements. The school also covered the cost of the assessment. Once a paraprofessional met the highly-qualified requirement, he or she received an hourly pay increase.

**Teachers:** All teachers at Bangor Middle School meet the requirements for highly qualified teachers as required by NCLB.

## Strategies to Attract High-Quality, Highly Qualified Teachers

Bangor Middle School has not experienced much teacher turnover in recent years. Most teachers have at least five years of experience in education and have been in their current position at least that long. The following chart indicates the level of experience and education of Bangor Middle School teachers.

Number of Teachers by Years of Experience

Experience	<5 years	5-10 years	11-20 years	21-30 years	31+ years
At BMS	4	9	3	1	1
In Education	2	4	6	3	3

Number of Teachers by Highest Degree Earned

Degree	BA	BA + 18	MA
# teachers	4	6	8

Bangor Public Schools supports continuing education for teachers by providing \$150 per credit hour up to \$3000 in tuition expenses for courses taken related to teaching assignments.

## **High-Quality and Ongoing Professional Development**

Bangor Public Schools has three days of professional development scheduled into the school calendar each year. In addition, each teacher is required to participate in twelve hours of flexible professional development activities. The school wide professional development activities are planned by the school improvement team and administration to meet the needs of the staff to in fulfilling the goals outlined in the school improvement plan. Flexible professional development activities may be offered at the school or the hours may be filled with coursework, conferences or other activities outside of paid work time.

### **Specific Strategies:**

- Bangor Public Schools will provide workshop training in Kagan Cooperative Learning for all teachers.
- Teachers will have release time to work together and with content-area experts to revise and refine the curriculum and methods of delivery.
- Teachers will receive training in assessment as they align classroom assessments to the GLCEs to better inform instruction.
- Teachers have received training on the use of Edline and Gradequick as tools to organize grading and communicate student progress to parents. Additional training will be provided as necessary.
- The technology and media center staff will continue to offer workshops for teachers providing training in the integration of technology into the classroom. Such training will include MS Word, Excel, Powerpoint, as well as specific programs related to the media center. Teachers will learn how to use the technology to support their instruction.

## **Strategies to Increase Parental Involvement**

Parents are encouraged to participate in the education of their Bangor Middle School student. Involvement opportunities and communication with parents happen throughout the school year in a variety of ways as listed below.

- Edline – Parent access to current student progress reports and school information via the internet.
- Instant Alert – Automated phone messages are sent to parents regarding school activities, school closings, incomplete student work, etc.
- Translation services – Letters and Instant alert messages are most often provided in both English and Spanish. Translators are also available for parent conferences.
- Parent/Teacher conferences – Conferences are held in the fall and spring each year.
- Parent/Student/Teacher Compact – A compact is presented and signed at parent/teacher conferences in a face-to-face meeting. A compact is attached.
- Field Trips – Parents are invited to attend most field trips as chaperones.
- G2 Parent Conferences – Saturday morning parent conferences were held October 27 and March 15 for parents to attend sessions designed to increase awareness of current issues and provide skills to address them.
- Brown Bag Lunches – GEAR UP counseling services have offered lunchtime sessions for parents on a variety of topics of interest to parents.
- 8 to Great Presentations – When MK Mueller is invited to speak to students during the school day, an evening parent presentation is also scheduled. The most recent meeting was on March 18.
- GEAR UP Parent Survey – Parents are surveyed annually as part of the GEAR UP grant activities.
- EDP Meetings – Parents are invited to be a part of their child’s EDP meeting with a counselor as they prepare the plan for high school.
- Health Curriculum Meetings – Parents are invited to review the health curriculum prior to the teaching of the reproductive health unit.
- Bangor Creates – Parents are invited to school to see displays of student work.
- Parent Involvement Policy – Bangor Public Schools has a board policy for parental involvement.
- Parent Meeting – An annual meeting will be held to seek parent input regarding the Title I program design, implementation and evaluation.

To increase parent involvement Bangor Public Schools has hired a part-time parent involvement coordinator. Her responsibilities include identifying opportunities for parents to be involved by meeting with teachers and building principals and then contacting parents who may be willing and able to assist with meeting a need. To evaluate the parent involvement strategies, records of parent involvement will be kept to track participation. Also, periodic surveys will be administered to parents at conferences and through GEAR UP. This data will be used by the school improvement team to revise goals as necessary.

## **Preschool Transition Strategies**

Bangor Middle School serves only middle school students and does not need to address preschool transitioning.

## **Transition Plans between Elementary, Middle and High School**

Each May the 5<sup>th</sup> grade students from South Walnut Elementary come to Bangor Middle School for a couple hours where they learn what is ahead for them in 6<sup>th</sup> grade. They tour the building led in small groups by current 6<sup>th</sup> grade students as tour guides. The students also receive information from the principal, social worker and several teachers. To introduce them to fine arts opportunities in middle school they hear the 6<sup>th</sup> grade band play a few selections.

For two days in August Bangor Middle School hosts a transitions camp for incoming 6<sup>th</sup> grade students. The camp is staffed by teachers, paraprofessionals, administrators and student mentors. During the camp sessions the students participate in team-building exercises and learn about what it takes to be successful in middle school. They learn about school expectations and get to know some of their teachers before the school year begins. They also practice opening their lockers using their combination lock. Over half of the incoming students have attended this camp in recent years and it has had a tremendous impact in reducing anxiety for students beginning middle school.

## **Teacher Participation in Making Decisions**

The School Improvement Team for Bangor Middle School is comprised of teachers and administrators representing each core content area as well as other areas of the school. This team meets regularly throughout the school year to lead the school improvement efforts and the comprehensive needs assessment. The core content area teachers also meet periodically to review progress and make adjustments to the academic program as necessary.

Bangor Middle School teachers also provide input on the school program through monthly staff meetings and scheduled professional development days. Teachers complete an annual survey as part of the GEAR UP grant initiative.

### **Bangor Middle School Improvement Team Members**

ELA:	Cathy Kimbler
Math:	Patti Smith
Science:	Christy McDowell
Social Studies:	Andrea Guy
Technology:	Kurt Raducha
Parent Involvement:	Sarah Tollefson
Parent/Board Representative:	Ruth Fuentes
Principal:	Jim Greydanus

## **Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

A protocol has been established to be implemented in the fall of 2008 whereby teachers can refer students for additional assistance. The School Social Worker will be responsible for scheduling meetings and making sure the process is followed and there is evaluation of the interventions for each student involved.

The process is as follows:

1. Teacher fills out request for RtI Support Form
2. Form returned to Social Worker
3. Social Worker sets up a teaming to student with parent/guardian, teachers, administrator, school psychologist
4. At the meeting, based on skill deficits, team will design intervention
5. Intervention will be initiated and monitored.
6. After specified length of time, student will be evaluated
7. Interventions will be adjusted or replaced based on effectiveness
8. If interventions are unsuccessful, student may be referred for special education services

The interventions offered at Bangor Middle School are listed and described below.

### Classroom Assistance by a Paraprofessional (Title I funding)

Identification of need: Students who have low grades, were not proficient on MEAP, scored below district average on MAP or by teacher recommendation.

Program Description: Three paraprofessionals work full-time at Bangor Middle School providing classroom assistance for part of each day. In classrooms where there is a higher concentration of students needing assistance, a parapro may be assigned for the entire hour to assist students with the classroom assignments and provide tutoring as necessary. This time in the classroom allows the parapro to be aware of the material presented and the teacher expectations so she is better able to assist students when working one-on-one at other times during the day.

### After School Program (Title I funding)

Identification of need: Students who are not completing assignments as indicated by Workfirst, have low grades, were not proficient on MEAP, scored below district average on MAP or by teacher recommendation.

Program Description: Bangor Middle School conducts an after school program providing additional time and academic assistance to students in grades 6-8. Initially those students failing classes and not scoring proficient on state assessments were invited to register for the program to serve those with the highest level of need first. After these students had the opportunity to enroll, any middle school student was allowed to register for the program. The program is held two nights per week from 2:45 – 4:00 p.m. The program is staffed by a teacher and a parapro and snacks are provided through the food service program.

### W.I.S.H. Program (Working Individually with Students needing Help) (Title I funding)

Identification of need: Students who are repeatedly on the Workfirst list, have low grades, were not proficient on MEAP, scored below district average on MAP or by teacher recommendation.

Program Description: During Advisory and Specials classes each of the three Title I paraprofessionals in the middle school have a caseload of students who are repeatedly on the Workfirst list for incomplete or missing assignments. The goal of the program is to provide skills for organization and accountability for the students. Initial results indicate that most students receiving the intervention raised their grades from one marking period to the next.

### RtI Initiative (Response to Intervention) (Title I funding)

Identification of need: Students who have low grades, not proficient on MEAP, below district average on MAP or by teacher recommendation.

Program Description: Several students in 6<sup>th</sup> grade who have gaps in their understanding of mathematics have been identified to work individually with a title I paraprofessional during their Advisory period. During the work sessions they use computer websites, electronic flashcards and manipulatives to review the basic math concepts that underlie the grade level instruction in the classroom where the students are having difficulty. The goal of the program is to provide students with additional and different instruction as a step prior to a referral for special education services.

### Summer School (Title I funding)

Identification of need: Students who have failed classes, were not proficient on MEAP, scored below district average on MAP or by teacher recommendation.

Program Description: Bangor Public Schools holds a summer school program for those students needing additional instruction in the core content areas. The primary areas of instruction are math and language arts with science and social studies topics included within the units of study. Students are recommended for summer school based on grades, MEAP performance, MAP scores and teacher recommendations. The summer school program runs daily from 7:30 a.m. – 1:30 p.m. for six weeks.

### ESL and Migrant Programs (Title I, Title III and Section 41 funding)

Language assistance is provided to ESL students through their language arts classes as needed. ESL students are tested with the ELPA test to determine eligibility for ESL services. The language arts teachers coordinate instruction with the ESL teacher to make sure the student is making progress in learning the language. During the summer migrant students are invited to attend the summer school program as well as an extended day program from 1:30 – 5:30 p.m. each day of summer school. The migrant program also continues up to a week beyond the end of the regular summer school program. Migrant students are identified based on the migrant status of their family.

#### Identification of ELLs for ESL assistance

1. Student's native language is a language other than English and who comes from an environment where a language other than English is dominant

2. Student has difficulty in speaking, reading, writing, or understanding the English language.
3. Student lacks proficiency in the English language. (Indicators: ELPA score, academic grades, MEAP scores)
4. Student does not have the ability to successfully achieve in classrooms where the language of instruction is English.
5. Student cannot participate fully in society due to low level English proficiency.
6. Student does not meet the State's proficiency level of achievement on State assessments.

#### GEAR UP Counseling Services (GEAR UP funding)

Identification of need: Students who are experiencing difficulty in school become involved in the program by teacher recommendation.

Program Description: Through the GEAR UP partnership with WMU, Bangor Middle School is privileged to have two graduate students from the counseling program at WMU work part-time with middle school students. The counselors provide mentoring and group activities to support students in their classes and personal challenges. Students may be referred to the GEAR UP counselors by teachers, administrators, the school social worker and parent. The counselors are each available two days per week.

#### Agendas (General fund)

Program Description: Each Bangor Middle Student receives an agenda assignment book to keep track of homework. The agenda may be signed by teachers and parents as a form of organization and communication.

#### Assignment Folders (General fund)

Program Description: Students who are not successful with an agenda may receive an individualized assignment folder listing classes with areas to record homework and for teachers to indicate whether the work was completed.

## **Coordination and Integration of Federal, State and Local Programs and Resources**

To implement the strategies contained in the school improvement plan Bangor Middle School uses money from Title I Part A, Title II Part A, Title II Part D, Title III, Title IV, Part A, Title V, GEAR UP, Bangor Alumni Foundation Grants as well as the General Fund. Many initiatives utilize funds from more than one of the available sources.

### **Evaluation of School Improvement Plan**

The building school improvement team for Bangor Middle School is responsible for monitoring the progress of the school on the school improvement efforts. The school improvement goals are evaluated and revised at least annually. The building school improvement team meets monthly.

### **Evaluation of Schoolwide Plan**

The building school improvement team will be responsible for leading the evaluation of the schoolwide plan. The school improvement plan will be an agenda item on each of the monthly meetings in addition more specific items related to the implementation of the plan. At the first meeting of the year the team will review the plan and set a timeline of plan-related events for the year. The team will also identify who is responsible for specific items. In January the team will review the data that has been collected and determine what additional data is necessary for the revision of the plan. By the March meeting the summary of the data collected will be compiled for updating of the plan. At this time the team will decide if adjustments are necessary for the goals. The final meetings of the year will be spent on revising the plan as necessary. In the periods between the monthly meetings the team members will meet with other staff members to gather input and communicate progress on the plan.

**BANGOR PUBLIC SCHOOLS**  
**STUDENT/TEACHER/PARENT COMPACT**

**STUDENT AGREEMENT**

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ❖ Come to school ready to learn.
- ❖ Finish my school work and participate in classroom activities.
- ❖ Follow all school rules.
- ❖ Respect others and their belongings.
- ❖ Do my part in keeping my school clean and safe.
- ❖ Set aside a regular time and place each night to complete homework.

Signature\_\_\_\_\_

**TEACHER AGREEMENT**

It is important that students achieve. Therefore, I shall strive to do the following:

- ❖ Provide an environment conducive to learning.
- ❖ Have high expectations for myself and my students by using methods and techniques that work for my classroom.
- ❖ Respect the students, their parents and the diverse culture of the school.
- ❖ Maintain open lines of effective communication with my students and their parents in order to support student learning.
- ❖ Seek ways to involve parents in classroom activities.
- ❖ Encourage students and parents by providing information about student progress.
- ❖ Give students strategies to increase competence.

Signature\_\_\_\_\_

**PARENT/GUARDIAN AGREEMENT**

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- ❖ See that my child is punctual and attends school regularly.
- ❖ Support the school in its efforts to maintain proper discipline.
- ❖ Encourage my child's efforts to do his/her best.
- ❖ Stay aware of what my child is learning.
- ❖ Encourage positive attitudes.
- ❖ Attend parent-teacher conferences and other school functions.
- ❖ Communicate with teachers and/or school officials.
- ❖ Establish a time for sharing daily school experiences and/or completing homework.
- ❖ Read with my child and let my child see me read.

Signature\_\_\_\_\_