

School Improvement Plan

School Year: 2010

School District: Bangor Public Schools

Intermediate School District: Van Buren ISD

School Name: Bangor Middle School

Grades Served: 5,6,7,8

Principal: Mr. 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 Education Improvement and Innovation and Office of Field Services 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

School Information

School:	Bangor Middle School
District:	Bangor Public Schools
Public/Non-Public:	Public
Grades:	5,6,7,8
School Code Number:	04961
City:	BANGOR
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

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

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

Beliefs Statement

All students can learn.

Teaching and learning is the key purpose for school. Student academic achievement is 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
5991	Technology Proficiency	Approved	In Progress
5995	Career Pathways	Approved	Dropped
9437	6-8 Science Goal 2010-2011	Approved	Open
13471	Parent Involvement 2010-2011	Approved	Open
13773	6-8 Social Studies Goal 2010-2011	Approved	Open
14101	Math Goal (2010-2011)	Approved	Open
14689	Reading Goal for 2010-2011	Approved	Open

Goal 1: 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.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Progress Status changed from Open to In Progress

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.

1.1. 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.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
6723	I will collaborate with classroom teachers and assist in finding, preparing and utilizing our distance learning resources.	

1.1.1. 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

SPR (90) 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.

SPR (90) 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.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Progress Status changed from Open to In Progress

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.	01/10/2009	06/04/2009	Kurt Raducha

1.1.1.1. 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 - 01/10/2009, End Date - 06/04/2009

Actual Timeline: Begin Date - 01/10/2009, End Date - 06/04/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
500.00	Gear Up	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In	Progress Status changed from Open to In Progress.

	Progress	Six distance learning activities have taken place as of 3/12/10.
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1.2. 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.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
6724	I will produce lessons focusing on Internet safety. Lessons will involve reading, writing and hands-on activities.	

1.2.1. 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

SPR (90) 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.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Lesson plans have been developed.

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.	08/08/2009	06/07/2010	Kurt Raducha

1.2.1.1. 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 - 08/08/2009, End Date - 06/07/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
11/11/2009	kraducha@bangorvikings.org	In Progress	Progress Status changed from Open to In Progress

Goal 2: 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.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/10/2010	stollefs@bangorvikings.org	Dropped	Focus will be on increasing parent involvement for the 2010-2011 school year.

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.

2.1. 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.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/10/2010	stollefs@bangorvikings.org	Dropped	Progress Status changed from Open to Dropped

List of Strategies:

ID	Strategy	Locked By
6727	Mrs. Tollefson will meet with the 7th grade students in a class or advisory to provide instruction in Career Pathways.	

2.1.1. 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

SPR (90) 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

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/10/2010	stollefs@bangorvikings.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Mrs. Tollefson will provide classroom instruction in career pathways.	09/08/2009	06/15/2010	Sarah Tollefson

2.1.1.1. 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 - 09/08/2009, End Date - 06/15/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/10/2010	stollefs@bangorvikings.org	Dropped	Progress Status changed from Open to Dropped

Goal 3: 6-8 Science Goal 2010-2011

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 : 66% of 8th graders were proficient on the 2009 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 : Jim Greydanus

List of Objectives:

ID	Objective
9349	The percent of students proficient on the 8th grade Science MEAP will increase by 5% per year on the Fall 2011 and Fall 2012.

3.1. Objective: SMART goal

Measurable Objective Statement to Support Goal : The percent of students proficient on the 8th grade Science MEAP will increase by 5% per year on the Fall 2011 and Fall 2012.

List of Strategies:

ID	Strategy	Locked By
9349	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.	
9349	Teachers will use articles in the Current Science magazine to generate student interest and teach topics related to the core curriculum.	

3.1.1. 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

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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	06/15/2009	01/21/2011	Beth Squires, Stu Furrow, Pam Hoehn
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.	06/15/2009	06/10/2011	Stu Furrow, Beth Squires, Pam Hoehn
Science staff will begin meeting with a WMU coordinator to realign the science curriculum.	08/16/2010	09/15/2011	Stu Furrow, Beth Squires, Pam Hoehn

3.1.1.1. 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: Beth Squires, Stu Furrow, Pam Hoehn

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/15/2009, End Date - 01/21/2011

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	0.00

3.1.1.2. 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: Stu Furrow, Beth Squires, Pam Hoehn

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/15/2009, End Date - 06/10/2011

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	0.00

3.1.1.3. 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: Stu Furrow, Beth Squires, Pam Hoehn

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/16/2010, End Date - 09/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for Curriculum Writing	Title I School Improvement (ISI)	500.00	0.00

3.1.2. 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

SPR (90) 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.	09/08/2009	06/01/2010	Science teachers

3.1.2.1. 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 - 09/08/2009, End Date - 06/01/2010

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	400.00	0.00

Goal 4: Parent Involvement 2010-2011

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
13607	There will be an increase of at least 10% in parent attendance at Fall and Spring Conferences.
13616	There will be an increase of 10% of parents signed up on Pinnacle, the student information system.

4.1. Objective: Increase Conference Attendance

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
13607	Teachers will make a parent contact, prior to Parent Teacher Conferences inviting them to conferences.	

4.1.1. 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

<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>
<p>SPR (90) 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.</p>

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/administrator. Teachers will attempt to make contacts as early in the year as possible and will attempt to make a positive/introductory parent contact prior to other types of parent contacts.	09/07/2010	06/08/2011	Classroom teachers.

4.1.1.1. 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/administrator. Teachers will attempt to make contacts as early in the year as possible and will attempt to make a positive/introductory parent contact prior to other types of parent contacts.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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	0.00
Postage	General Funds	20.00	0.00

4.2. Objective: Increase of Parents on Pinnacle.

Measurable Objective Statement to Support Goal : There will be an increase of 10% of parents signed up on Pinnacle, the student information system.

List of Strategies:

ID	Strategy	Locked By
13616	Parents will be invited to come to school on several occasions to get signed up for Pinnacle and receive instructions on using it. One of the sign-up times will be during parent/teacher conferences.	

4.2.1. Strategy: Pinnacle Sign-up

Strategy Statement: Parents will be invited to come to school on several occasions to get signed up for Pinnacle and receive instructions on using it. One of the sign-up times will be during parent/teacher

conferences.

Selected Target Areas

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

Other Required Information for Strategy

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

Research supports that the involvement of parents leads to increased academic achievement in school.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parents will be invited to sign up for Pinnacle and receive training on its use at parent-teacher conferences.	11/11/2010	03/17/2011	Jim Greydanus Sarah Tollefson Dan Thorbjornsen Kevin Snyder

4.2.1.1. Activity: Parent-teacher conference Pinnacle sign-up

Activity Description: Parents will be invited to sign up for Pinnacle and receive training on its use at parent-teacher conferences.

Activity Type: None

Planned staff responsible for implementing activity: Jim Greydanus
Sarah Tollefson
Dan Thorbjornsen
Kevin Snyder

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 11/11/2010, End Date - 03/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	General Funds	0.00	0.00

Goal 5: 6-8 Social Studies Goal 2010-2011

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 M.E.A.P.

Gap Statement : On the 9th grade M.E.A.P. only 77% of students were proficient. This could be a result of a lack of understanding what is being asked on questions on the M.E.A.P. test.

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

There is also a 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 : MEAP Scores and MI-Tracker data.

Classroom assessments and grade data.

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 MEAP scores.

Contact Name : Andrea Guy

List of Objectives:

ID	Objective
14065	Seventy-five percent of students will score a seventy-five percent or better on a standardized asses

5.1. Objective: SMARTGoal #1

Measurable Objective Statement to Support Goal : Seventy-five percent of students will score a seventy-five percent or better on a standardized asses

List of Strategies:

ID	Strategy	Locked By
14065	Students will receive lists of the words. Pre and post-tests will be given at the beginning and end of each week. During the week time will be spent using cooperative learning activities (think-pair-share, quiz-quiz-trade) to help students remember the words. At then end of each week teachers will collect data and track student's progress.	

5.1.1. Strategy: Assessment of Social Studies Vocabulary Words

Strategy Statement: Students will receive lists of the words. Pre and post-tests will be given at the beginning and end of each week. During the week time will be spent using cooperative learning activities (think-pair-share, quiz-quiz-trade) to help students remember the words. At the end of each week teachers will collect data and track student's progress.

Selected Target Areas

SPR (90) 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.)

SPR (90) II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

SPR (90) 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 and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

SPR (90) 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.

SPR (90) III.1.B.5 Student-Centered: Instruction at the school is student-centered. Staff views 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?

Cooperative Learning

Best Practices

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use of UpFront magazines in each social studies class to reinforce key social studies vocabulary words.	09/01/2010	06/08/2011	Kurt Raducha Alexis Vanloon Jonathan Swegles

5.1.1.1. Activity: UpFront Magazines

Activity Description: Use of UpFront magazines in each social studies class to reinforce key social studies vocabulary words.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Kurt Raducha

Alexis Vanloon

Jonathan Swegles

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
UpFront Magazine	Title I Part A	400.00	0.00

Goal 6: Math Goal (2010-2011)

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in math.

Gap Statement : On the 2009 MEAP assessment only 74% of the 6th graders, 84% of the 7th graders, and 65% 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

Students survey results

Contact Name : Patti Smith

List of Objectives:

ID	Objective
14622	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 MEAP testing will increase 10% from the 2009-2010 to the 2010-2011 school year.
14624	All students will increase skills necessary for fraction computations. The % of non-disabled students proficient in this area of the MEAP testing will increase 10% from the 2009-2010 to 2010-2011 school year.
14707	All students will increase knowledge and use of math vocabulary. The % of non-disabled students will increase vocabulary test scores by 10% from fall to spring testing sessions.

6.1. 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 MEAP testing will increase 10% from the 2009-2010 to the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
14622	The teacher will emphasize the geometry strand GLCE's	

6.1.1. Strategy: Strategy: Triangle similarity strategy

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

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?

This is an area where our students performed poorly on the MEAP.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will review the similarity fo triangles regularly as they use skill-builder activities.	09/07/2010	06/08/2011	Math Teachers

6.1.1.1. Activity: Triangle similarity review

Activity Description: Teachers will review the similarity fo triangles regularly as they use skill-builder activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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	0.00

6.2. Objective: Math Objective II

Measurable Objective Statement to Support Goal : All students will increase skills necessary for fraction computations. The % of non-disabled students proficient in this area of the MEAP testing will increase 10% from the 2009-2010 to 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
14624	The teacher will emphasize and review fraction skills needed for computations on a weekly basis.	

6.2.1. Strategy: Fraction Skills Strategy

Strategy Statement: The teacher will emphasize and review fraction skills needed for computations on a weekly basis.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program 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?

Our students routinely perform poorly on fractions on the MEAP test.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop and use skill builder activities weekly. The skill builder will include numerous problems on fractions along with other math review.	09/10/2010	06/01/2011	6th, 7th, and 8th grade math teachers.
The teacher will regularly include fractions skills as part of their daily sponge activity.	09/10/2010	06/01/2011	6th, 7th, and 8th grade teachers

6.2.1.1. Activity: Skills Builders

Activity Description: Teachers will develop and use skill builder activities weekly. The skill builder will include numerous problems on fractions along with other math review.

Activity Type: Maintenance

Planned staff responsible for implementing activity: 6th, 7th, and 8th grade math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/01/2011

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	0.00

6.2.1.2. Activity: Problem of the Day/Warm-up Activity

Activity Description: The teacher will regularly include fractions skills as part of their daily sponge activity.

Activity Type: Maintenance

Planned staff responsible for implementing activity: 6th, 7th, and 8th grade teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/01/2011

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	0.00

6.3. Objective: Math Objective III

Measurable Objective Statement to Support Goal : All students will increase knowledge and use of math vocabulary. The % of non-disabled students will increase vocabulary test scores by 10% from fall to spring testing sessions.

List of Strategies:

ID	Strategy	Locked By
14707	The teacher will have each student use a vocabulary notebook for terms and definitions of math language beginning in grade 6 and continued through grade 8.	

6.3.1. Strategy: Vocabulary notebooks

Strategy Statement: The teacher will have each student use a vocabulary notebook for terms and definitions of math language beginning in grade 6 and continued through grade 8.

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?

Research of our test data indicates that students are missing questions because they do not understand the vocabulary.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will quiz students in grades 6 through 8 at the beginning and end of the 2010-2011 school year to show improvement of knowledge of the terms they hav in their math vocabulary notebooks.	09/10/2010	06/01/2011	6th, 7th and 8th grade math teachers

6.3.1.1. Activity: Vocabulary quizzes

Activity Description: Teachers will quiz students in grades 6 through 8 at the beginning and end of the 2010-2011 school year to show improvement of knowledge of the terms they hav in their math vocabulary notebooks.

Activity Type: Maintenance

Planned staff responsible for implementing activity: 6th, 7th and 8th grade math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math vocabulary booklets	Title I School Improvement (ISI)	449.00	0.00

Goal 7: Reading Goal for 2010-2011

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Reading.

Gap Statement : In Fall 2009 78% of 8th grade economically disadvantaged students were proficient on the Reading MEAP, and 91% of 8th grade noneconomically disadvantaged students were proficient on the Reading MEAP. In Fall 2009 76% of 7th grade students were proficient and 83% of 8th grade students were proficient.

Cause for Gap : Economically disadvantaged students do not have the same educational opportunities as the noneconomically disadvantaged students. There is a need for curriculum alignment to address this gap.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Test
MAP (NWEA) scores
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

Contact Name : Cathy Kimbler

List of Objectives:

ID	Objective
15586	All students will increase skills in the area of Reading. The percentage of 8th grade economically disadvantaged students scoring proficient on the Fall 2010 MEAP Reading test will be within 10 percentage points of the non-economically disadvantaged students.
15587	All students will increase skills in the area of Reading. The percentage of 7th and 8th grade students

7.1. Objective: Reading Objective 1

Measurable Objective Statement to Support Goal : All students will increase skills in the area of Reading. The percentage of 8th grade economically disadvantaged students scoring proficient on the Fall 2010 MEAP Reading test will be within 10 percentage points of the non-economically disadvantaged students.

List of Strategies:

ID	Strategy	Locked By
15586	Teachers will use Kagan Cooperative Learning Activities to increase student achievement.	
15586	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.	
15586	Teachers will use Differentiated Instruction strategies to increase student achievement.	
15586	Students will be given choices of books to read (differentiated instruction) to help them read more fluently.	

7.1.1. Strategy: Kagan Cooperative Learning

Strategy Statement: Teachers will use Kagan Cooperative Learning Activities to increase student achievement.

Selected Target Areas

SPR (90) I.1.A.3 Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) 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. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

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

Research on the effectiveness of cooperative learning and student engagement.

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.	09/08/2010	06/07/2011	Dan Thorbjornsen Cathy Kimbler Kurt Raducha
Students will read a story and then complete a story map using Round Robin to complete it.	09/15/2010	05/30/2011	Dan Thorbjornsen Cathy Kimbler

7.1.1.1. 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: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/07/2011

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	0.00

7.1.1.2. Activity: Story Map Using Round Robin

Activity Description: Students will read a story and then complete a story map using Round Robin to complete it.

Activity Type: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 05/30/2011

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	0.00

7.1.2. 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

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program 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.

SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members 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?***

Additional learning opportunities and additional adult intervention and modeling are effective in helping students achieve.

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.	09/10/2010	06/07/2011	Cathy Kimbler Dan Thorbjornsen Kurt Raducha Roberta Davison Tammy Jensen Jim Greydanus
When appropriate, paraprofessionals will read tests to students who need this accommodation to be successful.	09/15/2010	06/05/2011	Cathy Kimbler Dan Thorbjornsen Kurt Raducha
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.	09/15/2010	06/05/2011	Jim Greydanus Mitzi Todd Angie Lowder Cyndi McCain Marsha Rader

7.1.2.1. 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: None

Planned staff responsible for implementing activity: Cathy Kimbler

Dan Thorbjornsen

Kurt Raducha

Roberta Davison

Tammy Jensen

Jim Greydanus

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional	Title I Part A	5,000.00	0.00

7.1.2.2. Activity: Reading Tests to Students

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

Activity Type: None

Planned staff responsible for implementing activity: Cathy Kimbler

Dan Thorbjornsen

Kurt Raducha

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 06/05/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional	Title I Part A	5,000.00	0.00

7.1.2.3. 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: None

Planned staff responsible for implementing activity: Jim Greydanus

Mitzi Todd

Angie Lowder

Cyndi McCain

Marsha Rader

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 06/05/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional	Title I Part A	5,000.00	0.00

7.1.3. Strategy: Differentiated Instruction

Strategy Statement: Teachers will use Differentiated Instruction strategies to increase student achievement.

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) 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. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they

need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program 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?

Differentiated instruction strategies and results.

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.	09/15/2010	05/30/2011	Cathy Kimbler
After studying vocabulary for stories, students will play a matching game with the vocabulary words and their definitions. This will enable students to visually pair up the words with their appropriate definitions. Another matching game is for students to have all vocabulary words written on cards and their definitions written on other cards. All cards are placed face down and mixed up. Students who are kinesthetic learners, according to the Multiple Intelligences Survey, will match the vocabulary words with their appropriate definitions. Other students in the group may watch and give clues for correct answers, but may not manipulate the cards.	09/20/2010	05/30/2011	Cathy Kimbler Mitzi Todd

7.1.3.1. 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: None

Planned staff responsible for implementing activity: Cathy Kimbler

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 05/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none	Title I Part A	0.00	0.00

7.1.3.2. Activity: Vocabulary Matching

Activity Description: After studying vocabulary for stories, students will play a matching game with the vocabulary words and their definitions. This will enable students to visually pair up the words with their appropriate definitions.

Another matching game is for students to have all vocabulary words written on cards and their definitions written on other cards. All cards are placed face down and mixed up. Students who are kinesthetic learners, according to the Multiple Intelligences Survey, will match the vocabulary words with their appropriate definitions. Other students in the group may watch and give clues for correct answers, but may not manipulate the cards.

Activity Type: None

Planned staff responsible for implementing activity: Cathy Kimbler
Mitzi Todd

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 05/30/2011

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	0.00

7.1.4. Strategy: Library Book Choices

Strategy Statement: Students will be given choices of books to read (differentiated instruction) to help them read more fluently.

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) 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. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program 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?

Additional reading improves vocabulary and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will select a book of their choice at their reading level to do a book report.	09/15/2009	05/14/2010	Kurt Raducha

7.1.4.1. Activity: Library Book Choices

Activity Description: Students will select a book of their choice at their reading level to do a book report.

Activity Type: None

Planned staff responsible for implementing activity: Kurt Raducha

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2009, End Date - 05/14/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Library books	General Funds	500.00	0.00

7.2. Objective: Reading Objective 2

Measurable Objective Statement to Support Goal : All students will increase skills in the area of Reading. The percentage of 7th and 8th grade students

List of Strategies:

ID	Strategy	Locked By
15587	All students will be given various graphic organizers as organizational tools.	

7.2.1. Strategy: Graphic Organizers

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

Selected Target Areas

SPR (90) 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.

SPR (90) 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. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program 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?

Effective use of graphic organizers.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will fill out a characterization graphic organizer to help them understand the author's method of developing characters. This will be used to compare characters from two different stories. (R.CM.06.03 and R.CM. 07.03)	09/10/2010	05/30/2011	Cathy Kimbler Dan Thorbjornsen Kurt Raducha
Students will fill out a sequence of how main characters prepare for important events in a story. They will fill out the sequence for one character from each of two different stories and describe how both main characters prepare for important events. (R.CM.06.03 & R.CM.07.03)	09/15/2010	06/05/2011	Cathy Kimbler Kurt Raducha Dan Thorbjornsen
Students will fill out a conflict/solution map for stories read in class.	10/04/2010	05/15/2011	Dan Thorbjornsen Cathy Kimbler

7.2.1.1. Activity: Characterization Graphic Organizer

Activity Description: Students will fill out a characterization graphic organizer to help them understand the author's method of developing characters. This will be used to compare characters from two different stories. (R.CM.06.03 and R.CM. 07.03)

Activity Type: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 05/30/2011

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	0.00

7.2.1.2. Activity: Character Comparison Graphic Organizer

Activity Description: Students will fill out a sequence of how main characters prepare for important events in a story. They will fill out the sequence for one character from each of two different stories and describe how both main characters prepare for important events. (R.CM.06.03 & R.CM.07.03)

Activity Type: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 06/05/2011

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	0.00

7.2.1.3. Activity: Conflict/Solution Map

Activity Description: Students will fill out a conflict/solution map for stories read in class.

Activity Type: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/04/2010, End Date - 05/15/2011

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	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$540.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$15,800.00	\$0.00
Title I School Improvement (ISI)	\$949.00	\$0.00
Other	\$500.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

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

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.