



# **School Improvement Plan**

**Bangor Middle School**

**Bangor Public Schools (Van Buren)**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	All teachers at the middle school have updated their Goals and Plans through the assist software application.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment was conducted through all stakeholders. Student, parent and staff perception surveys were sent out and completed by each group. Next the administration utilized a Comprehensive Needs Assessment survey and included data from each building (elementary, middle, high and community education). Student achievement data, community demographics, student and staff demographics, perception needs and school systems review information was included within this document. This will continue to be a working document each year and needs to be updated annually. With the assistance of the curriculum director, students, parents and staff, we will continue to work toward our needs to increase student achievement.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Bangor Public Schools is located in Bangor, Michigan, a city covering 1.94 square miles and located approximately 11 miles from Lake Michigan and 27 miles from Kalamazoo. The school district, however, covers 86 square miles. Bangor is a rural area with a 2014 census population of 1,858 which has declined 3.9% since 2000. 53% of the population are females, while the other 47% represented are males. The median age of the population in Bangor is 31.1 years old, which is younger than Michigan's average median age of 39.7 years old.

The estimated median income has increased since 2000 which was at \$28,165 and in 2016 was at \$36,900. This median income is also below the state's average \$52,492. Average household values in Bangor in 2016 were \$76,790, which is below the state's average of \$147,100.

Ethnicities of Bangor residents in 2016 included: 62% Caucasian, 23% Hispanic, 6% African American and the rest are two or more races, Native Americans, or Hawaiians/Island Pacificers. 39% of the residents are married, while 35% have never been married, and the rest are separated, divorced, or widowed.

For residents who are 25 years old or older, 77% of them have a high school diploma or higher; 10% have a Bachelor's degree or higher; and, 3% have a graduate or professional degree. The unemployment rate is 9.2%, and the average mean time to get to work is 24.8 minutes.

Major industries in Bangor include:

Manufacturing (28%)

Health care and social assistance (14%)

Construction (11%)

Retail trade (6%)

Accommodation and food services (5%)

Administrative and support and waste management services (6%)

Other services except public administration (5%)

Most common occupations in Bangor include:

Transportation occupations (16%)

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Production occupations (13%)

Construction and extraction occupations (12%)

Building, grounds cleaning, and maintenance (10%)

Food preparation and serving related occupations (8%)

Material moving occupations (7%)

Installation, maintenance, and repair occupations (5%)

Data taken from <http://www.city-data.com/city/Bangor-Michigan.html>

As of 2016:

Number of teachers who have a Bachelor's Degree = 45

Number of teachers who have a Master's Degree = 35

Number of teachers who have an Education Specialist Degree = 0

Number of teachers who have a PhD = 1

Number of teachers who have 0-5 years of experience = 37

Number of teachers who have 6-10 years of experience = 8

Number of teachers who have 11-15 years of experience = 8

Number of teachers who have 16-20 years of experience = 15

Number of teachers who have 21+ years of experience = 14

### ADMINISTRATOR TRAINING NEEDS IDENTIFIED

During the 2017-18 school year, the district appointed an interim superintendent in September and hired a new Business Manager in August and Director of Curriculum, Assessment, and Federal Programs K-12 in April. Therefore, the district is going through a period of change and will need professional development for administrative staff to ensure compliance and implementation of the required improvement and State and Federal programs. This training will include working with the Van Buren ISD and KRESA for supports and professional development. District leaders will also participate in various state trainings to learn more about compliance, design, implementation, and evaluation of State and Federal Programs.

### STUDENT DEMOGRAPHIC DATA:

Student enrollment in the last four years for the overall district counts has decreased by 162 students; from 1,314 to 1,152.

The overall district percentages for females has increased from 2013-2014 (47.8%) to 2016-2017 (49.1%), while the percentage of males has decreased from 2013-2014 (52.2%) to 2016-2017 (50.9%).

The district poverty percentages have risen overall since 2013-2014 from 75% to 80.9% for the 2017-2018 school year.

The district percentage for students with disabilities has increased from 7.6% to 12.4% in the last five years.

The district has 130 migrant students.

The district percentage of English Learners has been consistent at around 16% since 2013-14.

The primary student ethnicities breakdown is as follows:

Caucasian: 51.56%

Hispanic/Latino: 36.11%

Two or More Races: 6.34%

African American 5.21%

American Indian or Alaska Native: .78%

Overall district homeless percentage of students has increased over the past three years from .8% to 2.7%; 2016-2017 data not available

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until end of year reporting.

Average daily attendance has decreased slightly over the last four years from 91.18% to 89.28%.

The graduation rate for Bangor High School is 77% has remained consistent over the past 3 years.

### STAFF PERCEPTION NEEDS IDENTIFIED:

Increase Math Scores

Increase Reading Scores

Student behavior issues addressed - PBIS.

Technology upgrades.

### PARENTAL PERCEPTION NEEDS IDENTIFIED:

Technology Use - Chromebooks Needed.

Student achievement.

Facilities upgraded.

### STUDENT PERCEPTION NEEDS IDENTIFIED 5-8:

PBIS - Restorative Justice.

All teachers care and support them as an individual.

Increased extra curricular activities for student involvement.

### LOCAL STUDENT ACHIEVEMENT DATA:

Consistent Grades K-12 local data used for the comprehensive needs assessment is from the NWEA MAP assessment for both Reading and Math.

At the end of the 2017-18 school year, using the MAP assessment, the following grade level proficiencies were reported:

Grade 5 = Math Mean 207.1 Norm Mean 221.4; Reading Mean 201.3 Norm Mean 211.8

Grade 6= Math Mean 211.4 Norm Mean 225.3; Reading Mean 205.3 Norm Mean 215.8

Grade 7= Math Mean 214.0 Norm Mean 228.6; Reading Mean 212.5 Norm Mean 218.2

Grade 8= Math Mean 220.8 Norm Mean 230.9; Reading Mean 214.9 Norm Mean 220.1

### CONCLUSIONS:

There will be a goal in the district improvement plan in English Language Arts, Mathematics, Science, and Social Studies.

The strategies and activities will include, but not be limited to:

Tier II and III MTSS/RtI Interventions

Professional Learning for Administrators and Staff

Collaboration Time for Administrators and Staff

Monitoring and Evaluation Practices

**3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Our goal of increasing Math and Reading scores in grades 5-8 and making the learning environment more conducive to learning connect to the needs assessment. It is clear that the analysis of data pinpoints that we struggle at the middle level with proficiency in mathematics and reading. We are looking to add a math or reading screener tool, Math and Reading professional development, and Math and Reading software to help assist our student body as well as teachers for improvement.

**4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

This goal addresses school wide behaviors through the continued implementation of PBIS. Special recognition is met through shout outs from staff and administration. Students continue to be recognized through various school wide activities. The goal of increased math and reading achievement will be targeted through seminar. We will focus on Math, Reading, Writing and Enrichment. This class will be developed school wide. Students will be placed with others that are comparable academically through NWEA MAP assessment measures after pulling out the top 25% of students. Specialized instruction will be planned to assist all students in academic achievement. Students will be rewarded in seminar with homework help, school to home connection, mentoring, goal setting, and building relationships through school work.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

The strategies incorporated to improve achievement in Mathematics, Reading and Writing are:

Provide consistent and direct instruction of Mathematics, Reading and Writing to all 5th - 8th grade students. Each student will receive a grade level math and reading class with an additional Seminar section focused on math, reading and writing during the 2019-2020 school year. Students will be assessed using Delta Math and the NWEA MAP benchmark tool. During Seminar, paraprofessionals will assist teachers in small group instruction to reduce adult to student ratio. These Seminar classes will be progress monitored as students will be grouped by ability levels according to the Spring NWEA MAP assessment scores in Math and Reading.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Our philosophy at Bangor Middle School is the belief that students learn best when the learning experiences are authentic, relevant, and engaging across disciplines. Learning environments support coherence, as opposed to, "compartmentalized, disconnected teaching and learning." (The Primary Years Programme as a model for transdisciplinary learning, 2010). This methodology of teaching requires teachers to engage in consistent, meaningful collaboration and training. By providing students opportunities to build their understanding of the standards through learning experiences that build on their prior knowledge, students develop deep conceptual knowledge of the content standard and they develop their critical thinking skills. Student interests and questions are valued in making classroom instructional decisions. As teachers continually collaborate and reflect on the classroom learning experiences, through grade-level and whole-staff reflection, they are able to evaluate, refine, and create more meaningful instructional opportunities.

Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including Math, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment. Our programs expand to meet the needs of students who easily master the standards and need additional, challenging assignments.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

All of our strategies align with the premises of our needs assessment in the ways that they offer universal supports for all students and at the same time, with an emphasis on instructional tools that stress Math support and assistance.

Strategy - Provide students with necessary academic and social support to address targeted student needs.

Strategy - Additional Seminar Math focused class to increase student achievement and instructional time on Math.

Strategy - Increasing teacher effectiveness through collaboration across content areas by use of professional communities and high quality  
SY 2019-2020

professional development on Common Core standards and/or Eureka Math content.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

At BMS, our teachers, support staff and Van Buren ISD staff collaborate at data team P.L.C. meetings to evaluate their grade level's achievement. In these meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. This is based on the district's assessment protocol and schedule of each student.

Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including Math, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment as needed.

Students who have received any or all of the above interventions or support but are still struggling academically are then discussed in the data team meetings and potentially referred to our Response to Intervention Team. The students may require support services beyond what has already been provided. To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective.

Response to Intervention (RTI) - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education).

Additionally, we will offer Seminar groups at each grade level in the area of math, reading and writing. Our teachers will meet monthly (at PLC's and staff meetings) to determine the specific strategy groups needed for the upcoming months. Extended Learning Opportunities - designed to address the needs of both students considered at risk and students who may benefit from accelerated programs.

Support services and enrichment include: Art club, quiz bowl, jazz band, fun Friday's, school dances, girls who code, craft club, robotics club and girls on the run. Students who have received Tier 1 and 2 interventions, and are still not meeting state standards, are reviewed by the RTI team and may be referred for additional academic assessments, including an evaluation for special education support services. The team continues to monitor each student until they make adequate progress through the maximum support available.

**5. Describe how the school determines if these needs of students are being met.**

There are several different measures in place that monitor and review progress. The grade level teams and content teams meet periodically (Teamings) to review the progress and interventions that are being offered to students. Students are surveyed annually to provide feedback on climate, culture and class needs.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	A schoolwide program must have all highly qualified instructional staff.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	A schoolwide program must have all highly qualified instructional staff.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

We anticipate one teacher not returning for the 2019-2020 school year. The turnover would occur in Special Education.

### **2. What is the experience level of key teaching and learning personnel?**

The experience level of key teaching and learning personnel is approximately 15 school years for a staff of 17 teachers.

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

There is no specific initiative that is in place to attract highly qualified teachers. We attempt to retain highly qualified teachers by offering and or supporting professional development opportunities for teachers. Staff camaraderie supports teacher tenure. Administration also attempts to evaluate all teachers equally so as to ensure highly qualified teachers are retained if lay-offs were to occur.

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The District offers mandated professional development for staff each year. Through Title 2 funding other opportunities are available upon request. Tiered pay scales assist staff retention.

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

Our goal as an administrative team is to continue to work on staff morale to ensure that turn over rate is minimal.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional Learning that the staff will receive, that is aligned to the CNA and SIP, are the following:

- 1) KRESA support to implement Common Core Math.
- 2) Training from NWEA and using MAP data.
- 3) Teacher collaboration from a newly hired literacy coach designed for K-8.
- 4) Delta Math training.
- 5) Utilizing technology within the classroom to meet the needs of 21st century learning.
- 6) Instructional rounds provided by Van Buren ISD administrators.

2. Describe how this professional learning is "sustained and ongoing."

This professional development will be sustained and ongoing through a variety of ways.

- 1) Assistance from KRESA on Common Core standards.
- 2) Assistance and training from the Curriculum Director.
- 3) Delta Math professional development.
- 4) Technology professional development on implementation of Google tools from Berrien RESA.
- 5) Assistance from the K-8 Literacy Coach.
- 6) Communication from the Van Buren ISD Curriculum Coordinator.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	We continue to collaborate and communicate needs for our students and staff. Through professional development and PLC's we address learning needs.	

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are involved with the strategic planning process. Parents are able to attend parent teacher conferences and provide feedback to our staff. We are also in the implementation phase of conducting yearly surveys from all stakeholders within the community.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents are involved with the strategic planning process. Parents are able to attend parent teacher conferences and provide feedback to our staff. We are also in the implementation phase of conducting yearly surveys from all stakeholders within the community.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents are involved in the evaluation of the school wide plan through the completion of surveys and attending our title night for the middle school to understand the process of our title funding as well as providing feedback.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

### **5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress through PowerSchool and how to communicate with staff members.
2. Provide materials and/or training for parents
3. Training in a staff meeting or school improvement for staff on the importance of parent involvement
4. Provide information in a format that is understandable to parents
5. Provide other reasonable support as requested

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Parent involvement of our school wide plan will be evaluated through the school improvement framework and the comprehensive needs assessment. We will work toward meeting our goals and initiatives by continuing to communicate and get parents involved within the middle school level.

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The results of the evaluation will be used to improve the school wide program and goals by checking to see yearly progress of the middle school and meeting the needs of our community members.

**8. Describe how the school-parent compact is developed.**

The school-parent compact is developed through the school improvement team and the curriculum director. This compact reflects our agreement with parents, students and teachers working together to make sure all our students reach grade level standards. Communication is our key to learning and the compact outlines a variety of way communication is made to our families. This compact assists in the partnerships with our families.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

Our school district uses a common student-parent compact that all stakeholders sign at the beginning of the school year as a way to review roles in education. Each year during fall Parent-Teacher conferences the contract is reviewed with parents. Teachers seek parents if they have not attended so that each parent has the opportunity to review educational expectations. All compacts are kept on file for the year.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Bangor Middle School office keeps compacts on file for the year. The compacts are reviewed during parent-teacher conferences and for family meetings that occur through the year as a way to review educational expectations.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

All student achievement results are presented in an easy to read format. Progress reports are delivered each week. Also at the midpoint of each marking period, a parent signature is requested on the progress reports. However, Bangor Public Schools provides translated materials whenever possible to families who require them. In the event that a report is not available in a needed language, a staff translator will assist in explaining results during a conference. For families with literacy deficits, staff is available to work with those families in a one-on-one manner. We are able to accommodate other families with disabilities depending on their needs.

**Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers provide input into school-based academic decisions at staff meeting, PLC's, as well as district meetings. Surveys are also used to collect feedback and consensus on the timing, structuring and scheduling of such assessments.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Grade level teachers are requested to review student data after each benchmark assessment. Monthly staff meetings are also utilized for time to analyze data as a way to improve academic achievement.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Teachers review scores and other data from state academic assessments to identify students who have deficits in a given academic area. The state academic scores are also compared with NWEA and classroom assessment scores to determine clear deficit areas. Upon reviewing, students may be put on a "teaming" list that creates a process in which struggling students can be monitored on classroom performance on a daily basis.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

This process will be completed through response to intervention (RTI) during Seminar classes. Additional assistance for academic achievement will be the focus to meeting all students needs on a daily basis through a planned Seminar class. Our focus for the 2019-2020 school year will be on Mathematics, Reading and Writing. We plan to use Tier 1-3 interventions to support all students.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Pre and Post test are given to students to identify extent of prior learning. Content is then aligned to meet individual abilities. Accommodations are made to create successful opportunities for all learners. Grade level teachers work together to adjust accommodations as necessary. Higher achieving students are given opportunities to receive instruction at a higher grade level when test scores show that need.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Professional development time is used to coordinate and integrate assessments and instruction strategies in reading and math to align with school-wide goals. Our school improvement team members oversee the alignment of curriculum through content area assignments for each staff member. The goal is to develop a tighter alignment with the school-wide program and maintain fidelity and continued growth.

Some Include:

- 1) Community Mental Health
- 2) School Based Health Center
- 3) Nutrition Programs - Wellness Committee.
- 4) Migrant Program
- 5) Truancy
- 6) Incurrigibility
- 7) Homeless Liaison
- 8) Probation Officer
- 9) Social Worker

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Our school will use Title 1 resources on placement of paraprofessionals in classrooms, educational software that supplements learning objectives, restorative justice, Math supportive services and the addition of chromebooks to our students. Lastly, we will have the assistance of a K-12 Curriculum Director and a K-8 Literacy Coach.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Title 1, Part A - Funds support:

1. Paraprofessionals working directly with students in reading and math. Paraprofessionals are monitored by classroom teachers.
2. A K-12 Curriculum Coordinator.
3. A K-8 Literacy Coach.
4. Chromebooks within the classroom.

Title 1 Part C - Funds support:

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1. Paraprofessional to work 5-8 migrant students in all content areas.
2. 1 teacher in the high school to work with students on a pull out basis on supplemental support for learning English.
3. 1 teacher to work with middle school students on a pull out basis for supplemental support in all content areas based on teacher recommendation and results on M-Step and NWEA testing.
4. Instructional supplies and academic materials for migrant education.
5. 1 paraprofessional for work with students in non-instructional needs as well as recruitment responsibilities.
6. 1 Director of Migrant services
7. Migrant Education Summer School Program

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The building school improvement team gathers information for the comprehensive needs assessment. The building school improvement team meets with building staff through grade levels and content areas and then together as an entire team at staff meetings in order to review progress and effectiveness of the different components of the school-wide plan.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Teachers collect and review achievement results and our instructional staff charts progress over multiple years to indicate the level of academic growth. The references set forth by the State of Michigan and NWEA are used as proficiency targets.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Our teaching staff review the student achievement reports for evidence that reflect a decrease in the gaps of learning. Students identified as needing strategic or intensive intervention are progress monitored. The progress monitoring provides feedback so as to adjust instruction to increase achievement. Students are also identified through NWEA MAP scores and grouped within Seminar classes based on Math, Reading and Writing ability.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Grade level meetings, staff meetings, district curriculum meetings, building school improvement team meetings and surveys are used to collect feedback and consensus for the continuous improvement of students in the school-wide plan.

# **Title I Targeted Assistance Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Bangor Middle School will utilize an MTSS process that allows for the early identification of students who are not achieving grade level benchmarks. This process incorporates frequent monitoring of student progress to assist teams in making decisions about instructional goals. This student response data is also used to help make educational decisions, including professional development, curriculum, and individual student intervention decisions. Data from M-Step, NWEA MAP, and pre and post test measures are disaggregated analyzing data. Further information is gleaned from teacher and parent input. Students who are lowest academically will receive interventions in addition to their subject areas. We are in the process of implementing Title 1 math, reading and writing services which will service students in need of intensive and strategic interventions.

The CNA process was conducted through student, parent and staff surveys. The CNA allows administrators to make decisions that are based on needs as well as data driven.

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The district uses a rank order system that examines student performance data on NWEA MAP, M-Step, Delta Math, and classroom based assessments. School improvement and department meetings are held to review student performance and to assemble intervention groups for students most at-risk. Monthly meetings and PLC's take place through out the year.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Data from M-Step, NWEA MAP, Delta Math and pre and post test measures are disaggregated by staff members. Further information is gleaned from parent and teacher input. All students will receive additional support in a Seminar class for Mathematics. We are in the process of implementing Delta Math services which will service students in need of intensive and strategic interventions. Special education services are also offered in English and Math areas determined through a Response to Intervention Model. These services are an integral component for improving the skills of struggling students. Based on the building's needs as outlined in the SIP, these intervention services focus primarily on math and literacy skills and support the district's core academic curriculum. The district designed a needs-assessment plan for each building to be used in determining services for students. Students are placed by academic ability into Seminar classes based on their NWEA MAP performance.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

## **Component 2: Services to Eligible Students**

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Title 1 services at Bangor Middle School are generally supported through the use of a paraprofessional or literacy coach. This assistance is for core instruction only. We also use a check in check out method to support students that need additional services.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Using our NWEA MAP and M-Step data to examine gaps in student achievement, we will place an emphasis on interventions and accommodations for Title 1 students in our school improvement plan. Our school improvement team will meet and designed our school improvement plan to implement services for students at-risk. In addition to being embedded into the building School Improvement Plan Title I coordinates services with our literacy coach who may assist with small group instruction. Title I also coordinates with special education. All three take part in our student assistance meetings as well as meeting with teachers periodically to assess student progress and make adjustments where necessary.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Title I services are provided through professional staff using research based interventions with the primary focus on math and literacy skills in grades fifth through eighth grade. The groups are monitored and adjusted regularly throughout the year both at informal grade level meetings, as well as formal meetings such as TEAM meetings and IEPs.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

A research based method in our plan includes Delta Math. All services are supplemental to the core reading and math programs. No student is pulled for services during core instruction time. Additional tiers of interventions are offered depending on student need. We use technology enhanced programs to differentiate and motivate students. All math programs are supplemental. Students are not pulled from core instruction. Additional push-in services are provided for Title I students in core instruction.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Using NWEA MAP, Imagine Math, and Delta Math students are able to supplement their core academic classes in Math and English.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

We have established a Seminar class built into all students' schedules to assure that interventions in Math, Reading and Writing are being established to get each student at grade level.

**Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Teachers meet to discuss data of students with each other and the rest of the of the team. These meetings occur monthly. Monthly grade level PLC meetings occur at grade level and departments. The teams that meet during the year include the Principal, Social Worker, Teachers, Special Education Director, Psychologist, and Social Worker.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

N/A

### **Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Title 1 Paraprofessionals are highly qualified by having an associates degree or passing the Work Keys assessment.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes. All teachers are highly qualified based on passing the MTTC.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Training will be provided this year for Daily 5 and Delta Math. We will continue to provide professional development for NWEA MAP and using data to provide interventions for students who are at risk.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Title 1 night is provided each year.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our professional development plan or calendar is in the process of completion for the 2019-2020 school year.	

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved in a school compact survey, title 1 night, parent teacher conferences, band boosters and by completing surveys.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are involved in the implementation process by providing feedback in the strategic planning day.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	We need to make sure that our school to home connection through parents is effective. Working with a new parent involvement process, we will attempt to complete this by having parents more involved.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent involvement activities are outlined through our Bangor policy. Parent involvement meets monthly prior to the School Board of Education meeting.

### 5. Describe how the parent involvement activities are evaluated.

Parent survey is sent home at the end of each year to gather feedback concerning the program and communication. The results are used by the School Improvement Team to enhance our existing program and tailor our goals, strategies, and objectives.

### 6. Describe how the school-parent compact is developed.

The school-parent compact was developed by a team in the 2016-2017 school year. The compact was completed by administration, parents, teachers and the curriculum coordinator.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Student progress reports are sent home each week. Four times a year these reports request a parent signature at the mid-point of the marking period. Teachers are able to explain successes in person at parent teacher conferences. Any forms or communication can be translated upon request.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

The district commits to provide a quality, researched based core reading program taught and assessed with fidelity. We also coordinate with Community Mental Health, School Based Health Center, GSRP Head Start, Laurie's Place, etc.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Our team has integrated supports from the community in our strategies and objectives for the health and well being of our children. Some outside agency supports include School Based Health Center, United Methodist Church, The Mobile Dentist, Community Mental Health, Bangor Public Safety, Bible Release, as well as tutoring programs with the Bangor Public Library (tutor.com).

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

The staff at BMS worked as a team to evaluate the effectiveness of Tier 1, 2, and 3 interventions. Grade levels held weekly PLC meetings, and the building held two data review days during the year. Interventions are logged on student records both in the formal file and in the Title I room. Title I teachers met with building administrator every 4-6 weeks and meetings were held weekly with all Title 1 staff. Information was collected, shared, analyzed, and student placement change based upon data collected.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

If insufficient progress was noted for an individual, the student's intervention was changed or the schedule of the children was changed. If those adjustments were not successful, the student may have been referred to a building TEAM meeting or Ancillary staff discussion. The TEAM includes these possible staff members: the principal, school psychologist, social worker, special education teacher, classroom teacher, speech/language teacher, and parents. A possible outcome of this meeting could lead to an additional intervention time slot referred to as MTSS Tier 3. This typically included additional support from a paraprofessional on a check in check out system. Another outcome could be an evaluation for special education services. If sufficient progress was noted for an individual, the student was exited from the intervention and would receive all instruction from the regular education classroom.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

During the year ongoing professional development is used to examine student progress and determine the best intervention service. The district has established a problem solving guide to determine referral for special education services, or to adjust intervention following our newly implemented Multi-Tiered System of Supports. Data reviews are held in the district following benchmark data collection according to the NWEA MAP assessment.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Bangor Middle School uses an evaluation tool for programs. Data is collected by teachers throughout the year.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

NWEA MAP guides our decision making process and we consider existing gap statements. Results are shared and instruction is differentiated to meet the needs and focus on correction areas. We also select an intervention to evaluate throughout the year and monitor students entering and exiting our Title I targeted assistance program. We then make instructional changes for interventions, grouping, and staffing needs. The information collected from state annual assessments also guides our building schedule. Other data collected includes pre and post test data and M-Step data.

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Through the collection of data we monitor the progress of all students in our school program. The data collected includes NWEA MAP, Pre and Post tests, M-Step, and curriculum based assessments. We examine our gaps to ensure that any discrepancies are decreasing throughout the year, as students move through a series of interventions.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

We use the school improvement team, PLC's, and department meetings to assure the evaluation of our programs are effective.

# **2019-2020 School Improvement Plan**

# Overview

**Plan Name**

2019-2020 School Improvement Plan

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be partially proficient or greater on the 2019 Social Studies State Assessment.	Objectives: 4 Strategies: 4 Activities: 4	Academic	\$563
2	75% of students at Bangor Middle School will meet their projected increase in Reading on the NWEA Assessment Test.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$585
3	At least 75% of Bangor Middle School Math students will show improvement on their 2019-2020 MAP scores from fall to spring.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$12200
4	At least 75% of students at Bangor Middle School will show improvement from fall to spring on the NWEA MAP science test.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$1750
5	All students will be partially proficient or greater on the 2020 Social Studies State Assessment	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$1600

## Goal 1: All students will be partially proficient or greater on the 2019 Social Studies State Assessment.

### Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading informational text in Social Studies by 06/04/2018 as measured by Formative classroom assessments..

### Strategy 1:

Reading Comprehension Assignments - We utilize text from Oakland curriculum assignments, Newsela, Readworks, textbooks, trade books, and online articles.

Category: Social Studies

Research Cited: Marzano

Tier: Tier 1

Activity - Outlined Notes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed on how to organize an outline and taking text from an informational text and record its information. We will continue to order chromebooks to use online resources.	Materials	Tier 1	Implement	09/05/2017	06/04/2018	\$363	General Fund, General Fund	Lucas Smith, Building Social Studies Representative

### Measurable Objective 2:

100% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension and application of general Social Studies content vocabulary in Social Studies by 06/04/2018 as measured by formative and summative classroom assessments. .

### Strategy 1:

Organization - Students will be given folders and/or placed in Google Classroom in order to keep assignments organized. This will be implemented at the beginning of the year and will be encouraged and addressed throughout the school year.

Category: Social Studies

Research Cited: Marzano

Tier: Tier 2

## School Improvement Plan

Bangor Middle School

Activity - Organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be implementing this at the beginning of the year and modifying and perfecting annually.	Academic Support Program	Tier 1	Implement	09/05/2017	06/04/2018	\$200	General Fund	Social Studies Teachers

### Measurable Objective 3:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on the Social Studies state assessment in Social Studies by 06/04/2018 as measured by the 5th and 8th grade social studies state assessment..

### Strategy 1:

Technology - By incorporating alternative forms of education, such as the use of tablets, cell phones, lap tops, etc. in daily assignments and projects, students will be more engaged and therefore perform better in class and on the state assessment.

Category: Social Studies

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing technology in all aspects of the classroom assignments covering many of the Michigan Technology Standards.	Academic Support Program	Tier 2	Getting Ready	06/05/2017	06/04/2018	\$0	No Funding Required	Social Studies teachers

### Measurable Objective 4:

100% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior be able to use a form of technology to research, create, and deliver an organized presentation. in Social Studies by 06/04/2018 as measured by uses of technology in classroom instruction and as formative assessments. .

### Strategy 1:

Technology in the Classroom - Students will be presented with the opportunity to use a form of technology (tablet, phone, PC, iPods, chromebooks etc.) at a minimum of once a week to increase student engagement.

Category: Social Studies

Tier: Tier 1

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can use cell phones to answer entrance/exit questions. Students can use computers and chromebooks to create Google slides or a Prezi to deliver researched information. Other activities when curriculum lends itself to the use of technology by the student. This will cover many of the Michigan Technology Standards.	Technology	Tier 1	Implement	09/05/2017	06/04/2018	\$0	No Funding Required	Social Studies teachers

## Goal 2: 75% of students at Bangor Middle School will meet their projected increase in Reading on the NWEA Assessment Test.

### Measurable Objective 1:

100% of All Students will increase student growth in Reading in English Language Arts by 06/05/2020 as measured by NWEA Assessment Test..

### Strategy 1:

Comprehension - Students will increase their comprehension skills through various activities.

Category: English/Language Arts

Tier: Tier 1

Activity - Scholastic Scope Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read various informational articles to increase their comprehension skills.	Academic Support Program	Tier 1	Monitor	09/09/2019	06/05/2020	\$300	Title I Part A	Cathy Kimbler

Activity - Scholastic Action Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their comprehension skills in a small group setting.	Academic Support Program	Tier 3	Monitor	09/09/2019	06/08/2020	\$285	Title I Part A	Sally Raush

Activity - Reader's Companion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will answer questions in their Reader's Companion that uses the context of the story to answer the questions.	Academic Support Program	Tier 1	Monitor	09/09/2019	06/05/2020	\$0	Title I Part A	Cathy Kimbler

### Strategy 2:

Technology - Students will use technology to write their persuasive essays.

Category: English/Language Arts

Tier: Tier 1

Activity - Writing Persuasive Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Bangor Middle School

Students will use the chromebooks to research information for their persuasive essays.	Academic Support Program	Tier 1		09/06/2019	06/05/2020	\$0	No Funding Required	Cathy Kimbler Alex Packer
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### Goal 3: At least 75% of Bangor Middle School Math students will show improvement on their 2019-2020 MAP scores from fall to spring.

#### Measurable Objective 1:

A 3% increase of Economically Disadvantaged students will demonstrate a proficiency based on student achievement growth in Mathematics by 06/12/2019 as measured by the NWEA tests, administered 3 times per year (fall 2018, winter 2019 and spring 2019)..

#### Strategy 1:

Math Vocabulary - The teacher will have each student use a vocabulary notebook for math terms and definitions using a common recording sheet. Teachers will give a cumulative vocabulary quiz to students at the end of each unit.

Category: Mathematics

Research Cited: References:Adams, T. (2003). Reading mathematics: More than words can say. Reading Teacher,56, 786-795.

Fletcher, M. & Santoli, S. (2003). Reading to learn concepts in mathematics: An action research. 27p.

Harmon, J., Hedrick, W., Wood, K. (2005). Research on vocabulary instruction in the Content areas: Implication for struggling readers. Reading & Writing Quarterly, 21, 261-280.

Monroe, E. (2002). Developing mathematical vocabulary. Preventing School Failure, V 36, 3, 139-142.

Raiker, A. (2002). Spoken language and mathematics. Cambridge journal of Education, V 32, 1, 45-60.

Tier: Tier 1

Activity - Vocabulary Dictionary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In each math class students will have an ongoing vocabulary dictionary that they keep in their google drive as they progress through their middle school career.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/10/2019	\$0	No Funding Required	Middle School math teachers

## School Improvement Plan

Bangor Middle School

Activity - Vocabulary Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate vocabulary will be incorporated into all assessments in the Math classroom.	Curriculum Development	Tier 1		09/04/2018	06/10/2019	\$0	No Funding Required	Middle School Math Teachers

### Strategy 2:

Organization - The teacher will stress organizational skills by using student math binders throughout the year.

Binders will be divided into sections and student papers will be organized in the appropriate section. They will periodically be checked by the teacher to maintain organization.

Category: Mathematics

Research Cited: The students inability to use and understand math vocabulary contributes to their low test scores.

References: Adams, T. (2003). Reading mathematics: More than words can say. Reading Teacher, 56, 786-795.

Fletcher, M. & Santoli, S. (2003). Reading to learn concepts in mathematics: An action research. 27p.

Harmon, J., Hedrick, W., Wood, K. (2005). Research on vocabulary instruction in the Content areas: Implication for struggling readers. Reading & Writing Quarterly, 21, 261-280.

Monroe, E. (2002). Developing mathematical vocabulary. Preventing School Failure, V 36, 3, 139-142.

Raiker, A. (2002). Spoken language and mathematics. Cambridge journal of Education, V 32, 1, 45-60. Research: Gambill, Jill M.; Moss Lauralee A.; Vescogni, Christie D.; May, 2008. "The Impact of Study Skills and Organizational Methods on Student Achievement" Eric Document ED501312

Tier: Tier 1

Activity - Math Binder Peer Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every unit students check peers binders using a rubric provided by the teacher reflecting the contents that should be organized in the binder.	Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2019	\$1000	General Fund	Middle School math teachers
Activity - Math Binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Bangor Middle School

Teacher will put aside time to help students update and organize their math binders.	Academic Support Program, Other	Tier 1	Monitor	09/04/2018	06/10/2019	\$500	General Fund	Middle school math teachers
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### Strategy 3:

Technology - Teachers will utilize current technology in the classroom to enhance understanding and application of mathematical concepts.

Category: Technology

Research Cited: SPR 90 - Providing additional assistance to students as well as the use of technology to enhance and reinforce instruction.

Research:

Relationships Matter: Linking Teacher Support to Student Engagement and Achievement

Adena M. Klem, James P. Connell; Journal of School Health \* September 2004, Vol. 74, No. 7

Cawelti, Gordon, and Nancy Protheroe. 2001 High Student Achievement: How Six School Districts

Changed into High-Performance Systems. Arlington, VA: Educational Research Service. 1-800-791-9308

www.ers.org ISBN 0-9705540-6-0

Davenport, Patricia, and Gerald E. Anderson. 2002 Closing the Achievement Gap : No Excuses. Houston,

TX: American Productivity & Quality Center. 1-512-343-6296 admin@equityineducation.com ISBN 1-

928593-62-3

Davenport, Patricia, and Gerald E. Anderson. "Using Data to Direct School Improvement: Two

Administrators' Perspectives." NCCSR Bookmark. 3:9 (Sept. 2002).

www.goodschools.gwu.edu/pubs/book/sep02.html

Barksdale, Mary L., and Patricia W. Davenport. 2003 8 Steps to Student Success: An Educator's Guide to

Implementing Continuous Improvement. www.8stepstostudentsuccess.com ISBN 0-9728988-0-8

Tier: Tier 1

Activity - Graphing Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math classes will incorporate graphing calculator use when appropriate.	Technology	Tier 1	Implement	09/04/2018	06/10/2019	\$700	General Fund	Middle school math teachers

Activity - Internet Videos & Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Bangor Middle School

Teachers will utilize chromebooks once a week in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/10/2019	\$0	General Fund	Middle School Math Teachers
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Activity - Collaboration and Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate and collaborate with teacher and peers through Google Classroom, blogs, and other social media. This will address Michigan Technology standard: 6-8CC and 3-5 CC.	Technology , Academic Support Program, Curriculum Development	Tier 1	Implement	09/04/2018	06/10/2019	\$0	No Funding Required	Middle School math teachers

**Strategy 4:**

RTI - Teachers will focus on teaching students mathematics skills, school to home connection, academic advising, mentoring, and character building during a seminar class. Students will be grouped based on ability level to make sure that all students needs are being met.

Category: Learning Support Systems

Research Cited: MTSS, and Delta Math

Tier: Tier 3

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped into seminar classes as stated in the strategy.	Class Size Reduction, Behavioral Support Program, Direct Instruction, Academic Support Program	Tier 3	Implement	09/04/2018	06/10/2019	\$0	No Funding Required	This is a building wide activity in which all staff will participate.

Activity - Delta Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will use Delta Math to screen students, monitor data, and provide tier 2 support.	Direct Instruction, Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/10/2019	\$10000	Title I Part A	This will be a building wide intervention and all staff will participate.
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## Goal 4: At least 75% of students at Bangor Middle School will show improvement from fall to spring on the NWEA MAP science test.

### Measurable Objective 1:

50% of Bottom 30% students will increase student growth on the NWEA MAP test in Science by 06/05/2020 as measured by annual assessments.

### Strategy 1:

Vocabulary Development - Students will present science vocabulary words for each unit. Teachers will develop a word wall. Fifth grade will assess vocabulary weekly and sixth through eighth will assess per unit. Vocabulary will be used accurately in daily activities.

Category: Science

Research Cited: SIOP

Tier: Tier 1

Activity - Identify key vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Find key vocabulary for every Science unit and be able to reference key concepts in the appropriate context in science journals.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/03/2019	06/05/2020	\$500	Title I School Improvement (ISI)	Middle School Science Teachers

Activity - Scholastic News	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use Scholastic News to improve science vocabulary.	Materials	Tier 1	Monitor	09/03/2019	06/05/2020	\$1000	Title I School Improvement (ISI)	Middle School Science Teachers

### Strategy 2:

Higher Level Thinking Questions - Utilizing Bloom's Taxonomy posters the students will be asked higher level questions daily while completing their science assignments.

## School Improvement Plan

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Category: Science

Research Cited: Anderson, L. W., & Krathwohl, D.R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom;s taxonomy of educational objectives. New York: Longman.

Tier: Tier 3

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Displaying and referring Bloom's Taxonomy posters throughout the classroom while implementing Talk Moves.	Supplemental Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$250	Title I School Improvement (ISI)	Middle School Science and Innovative Technology Teacher

Activity - Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in higher level thinking questions in their journals by reflecting on a prompt given by the teacher.	Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Bangor Middle School Science and Innovative Technology teachers

## Goal 5: All students will be partially proficient or greater on the 2020 Social Studies State Assessment

### Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the Social Studies MSTEP Test in Social Studies by 05/29/2020 as measured by Partially proficient or higher.

### Strategy 1:

Higher level thinking questions. - Utilizing Bloom's Taxonomy posters the students will be daily asked higher level questions while completing their daily social studies assignments.

Category: Social Studies

Research Cited: Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

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Tier: Tier 3

Activity - Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Bloom's Taxonomy, the social studies department will be using higher level thinking questions in order to advance the educational understanding of the subject matter and further develop the skills necessary for the social studies MSTEP.	Academic Support Program	Tier 3	Implement	09/03/2019	06/05/2020	\$200	Title I School Improvement (ISI)	Social Studies Department

### Measurable Objective 2:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on the Social Studies MSTEP Test in Social Studies by 05/29/2020 as measured by Partially proficient or higher.

### Strategy 1:

Organization - Students in all Social Studies classes will learn and utilize organization strategies.

Category: Social Studies

Research Cited: Time management & organizational skills for students (and their parents too...): An organized student means less stress, more free time, and better grades!!!

Tier: Tier 3

Activity - Organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through various forms of organization in each of the classrooms.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/05/2020	\$200	Title I School Improvement (ISI)	Student folders and spiral notebooks.

Activity - Google Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be added to Google Classroom for both organizational skills and technology skills.	Technology	Tier 3	Implement	09/02/2019	06/05/2020	\$0	No Funding Required	Middle School Social Studies Teachers

### Measurable Objective 3:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on the Social Studies MSTEP Test in Social Studies by 06/05/2020 as measured by Partially proficient or higher.

### Strategy 1:

Map Skills - Through the use of "Map of the Month" the students will focus more on map skills.

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Category: Social Studies

Research Cited: Michigan State Standards

Tier: Tier 3

Activity - Map Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be ordering and using "Map of the Month" maps in our classes.	Academic Support Program, Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$1200	Title I School Improvement (ISI)	Middle School Social Studies Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Videos & Resources	Teachers will utilize chromebooks once a week in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/10/2019	\$0	Middle School Math Teachers
Outlined Notes	Students will be instructed on how to organize an outline and taking text from an informational text and record its information. We will continue to order chromebooks to use online resources.	Materials	Tier 1	Implement	09/05/2017	06/04/2018	\$113	Lucas Smith, Building Social Studies Representative
Outlined Notes	Students will be instructed on how to organize an outline and taking text from an informational text and record its information. We will continue to order chromebooks to use online resources.	Materials	Tier 1	Implement	09/05/2017	06/04/2018	\$250	Lucas Smith, Building Social Studies Representative
Math Binder Peer Review	Once every unit students check peers binders using a rubric provided by the teacher reflecting the contents that should be organized in the binder.	Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2019	\$1000	Middle School math teachers
Organization	We will be implementing this at the beginning of the year and modifying and perfecting annually.	Academic Support Program	Tier 1	Implement	09/05/2017	06/04/2018	\$200	Social Studies Teachers
Graphing Calculators	All math classes will incorporate graphing calculator use when appropriate.	Technology	Tier 1	Implement	09/04/2018	06/10/2019	\$700	Middle school math teachers
Math Binder	Teacher will put aside time to help students update and organize their math binders.	Academic Support Program, Other	Tier 1	Monitor	09/04/2018	06/10/2019	\$500	Middle school math teachers

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**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Organization	Through various forms of organization in each of the classrooms.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/05/2020	\$200	Student folders and spiral notebooks.
Talk Moves	Displaying and referring Bloom's Taxonomy posters throughout the classroom while implementing Talk Moves.	Supplemental Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$250	Middle School Science and Innovative Technology Teacher
Bloom's Taxonomy	Through the use of Bloom's Taxonomy, the social studies department will be using higher level thinking questions in order to advance the educational understanding of the subject matter and further develop the skills necessary for the social studies MSTEP.	Academic Support Program	Tier 3	Implement	09/03/2019	06/05/2020	\$200	Social Studies Department
Map Skills	We will be ordering and using "Map of the Month" maps in our classes.	Academic Support Program, Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$1200	Middle School Social Studies Team
Scholastic News	Continue to use Scholastic News to improve science vocabulary.	Materials	Tier 1	Monitor	09/03/2019	06/05/2020	\$1000	Middle School Science Teachers
Identify key vocabulary	Find key vocabulary for every Science unit and be able to reference key concepts in the appropriate context in science journals.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/03/2019	06/05/2020	\$500	Middle School Science Teachers

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Delta Math	Teachers will use Delta Math to screen students, monitor data, and provide tier 2 support.	Direct Instruction, Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/10/2019	\$10000	This will be a building wide intervention and all staff will participate.
Scholastic Scope Magazine	Students will read various informational articles to increase their comprehension skills.	Academic Support Program	Tier 1	Monitor	09/09/2019	06/05/2020	\$300	Cathy Kimbler
Scholastic Action Magazine	Students will increase their comprehension skills in a small group setting.	Academic Support Program	Tier 3	Monitor	09/09/2019	06/08/2020	\$285	Sally Raush
Reader's Companion	Students will answer questions in their Reader's Companion that uses the context of the story to answer the questions.	Academic Support Program	Tier 1	Monitor	09/09/2019	06/05/2020	\$0	Cathy Kimbler

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Persuasive Essays	Students will use the chromebooks to research information for their persuasive essays.	Academic Support Program	Tier 1		09/06/2019	06/05/2020	\$0	Cathy Kimbler Alex Packer
Vocabulary Assessment	Appropriate vocabulary will be incorporated into all assessments in the Math classroom.	Curriculum Development	Tier 1		09/04/2018	06/10/2019	\$0	Middle School Math Teachers
Technology in the Classroom	Students can use cell phones to answer entrance/exit questions. Students can use computers and chromebooks to create Google slides or a Prezi to deliver researched information. Other activities when curriculum lends itself to the use of technology by the student. This will cover many of the Michigan Technology Standards.	Technology	Tier 1	Implement	09/05/2017	06/04/2018	\$0	Social Studies teachers
Journals	Students will engage in higher level thinking questions in their journals by reflecting on a prompt given by the teacher.	Materials	Tier 3	Implement	09/03/2019	06/05/2020	\$0	Bangor Middle School Science and Innovative Technology teachers

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Google Classroom	Students will be added to Google Classroom for both organizational skills and technology skills.	Technology	Tier 3	Implement	09/02/2019	06/05/2020	\$0	Middle School Social Studies Teachers
MTSS	Students will be grouped into seminar classes as stated in the strategy.	Class Size Reduction, Behavioral Support Program, Direct Instruction, Academic Support Program	Tier 3	Implement	09/04/2018	06/10/2019	\$0	This is a building wide activity in which all staff will participate.
Technology	Utilizing technology in all aspects of the classroom assignments covering many of the Michigan Technology Standards.	Academic Support Program	Tier 2	Getting Ready	06/05/2017	06/04/2018	\$0	Social Studies teachers
Vocabulary Dictionary	In each math class students will have an ongoing vocabulary dictionary that they keep in their google drive as they progress through their middle school career.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/10/2019	\$0	Middle School math teachers
Collaboration and Communication	Students will communicate and collaborate with teacher and peers through Google Classroom, blogs, and other social media. This will address Michigan Technology standard: 6-8CC and 3-5 CC.	Technology , Academic Support Program, Curriculum Development	Tier 1	Implement	09/04/2018	06/10/2019	\$0	Middle School math teachers