



School Improvement Plan

Boyne City Middle School

Boyne City Public Schools

Mr. Michael Wilson
1025 BOYNE AVE
BOYNE CITY, MI 49712-9110

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

School Information

School: Boyne City Middle School

District: Boyne City Public Schools

Public/Non-Public: Public

Grades: 5,6,7,8

School Code Number: 06486

City: BOYNE CITY

State/Province: Michigan

Country: United States

Boyne City Middle School sits in a small, quaint, community a mile from Lake Charlevoix, and 3 miles from Boyne Mountain. Two years ago, our community approved a technology bond that led to a one to one ipad initiative in our school and district. In addition to this, our staff all received new classroom technology, and training on how to implement it in their daily instruction. Approximately 30 percent of our student population consists of school of choice kids. This, at times, can provide some additional challenges to the education of our students because of the eclectic population of students we receive. Our community, in large, is very supportive of education and very proud of it's schools.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Building Bright Futures

Boyne City Middle School will lay a strong foundation on which students will build their future academic and vocational successes.

Mission Statement

The intent of Boyne City Middle School, in partnership with families and community, is to assist all students in achieving high levels of academic performance. We will encourage students to be cooperative and responsible learners who are successful in an ever-changing world.

Beliefs Statement

We believe all students can learn.

We believe that everyone in our school community should be treated with dignity and respect.

We believe in high expectations for all students.

We believe in supporting students to reach these expectations.

We believe in multi-modal teaching and in multiple assessments to show student progress.

We believe classroom instruction must be differentiated to meet all students' needs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This past year specifically was a big area of achievement for our school. By upgrading our technology and giving all students an ipad, we opened up an entire different way of teaching and learning. During the next three years, we will be striving to become "polished" at what we do with our technology. This will be an ongoing area for improvement due to the fact our staff will need to stay atop of the latest technology, apps. etc. This, in turn, will create more avenues for student learning and success.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our community has "rallied" around it's schools, and students which makes this a great place to learn and grow. Because of the supportive, close knit community, we have drawn many families to our district.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our stakeholders include our building school improvement team. These positions are on a volunteer basis and consist of teachers from several different content areas, a media center specialist, student success adviser, school counselor, and principal. These team members are regarded as the teams leaders in the school, and in their content. The team met once per month at times that worked for the members involved. Being that they were content/grade level leaders, they were responsible for taking information from the meeting back to their teams.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

5 teachers in 5 different content areas - head of their respective departments - gave valuable feedback in regards to school climate and served as a conduit relaying valuable information to and from their content teams. During the BSIT meetings, and the SPR 40 input day, these team members helped develop the improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Weekly emails, staff meetings, and professional development, were all means of communicating the plan development as well as receiving valuable feedback.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

If student enrollment drops, this could affect staffing two fold:

- 1) The student to teacher ratio may not warrant certain staff
- 2) The reduced FTE may result in staff needing to be cut due to lack of funding

How do student enrollment trends affect staff recruitment?

Class size dictates the need for new staff. It has been proved that by having a healthy staff to student ratio, student learning increases.

How do student enrollment trends affect budget?

If student numbers are reduced then funding is ultimately reduced.

How do student enrollment trends affect resource allocations?

Some of the good, innovative, things we allocate our funds for, MAY need to be reduced if our enrollment drops. The funds would need to be focused then on staffing for our students.

How do student enrollment trends affect facility planning and maintenance?

If enrollment is down, "out of the box" avenues are looked at for maintenance This may include reduced cleaning hours, services, or the privatization of custodial services in a effort to save money.

How do student enrollment trends affect parent/guardian involvement?

Most all parents are on a volunteer basis therefore, enrollment trends does not affect involvement from our parents.

How do student enrollment trends affect professional learning and/or public relations?

Not affected

What are the challenges you noticed based on the student enrollment data?

It causes administration to look at if students are leaving, then what is the reason for this. It also causes me (us) to look at why we are bringing students into our district. If we have a decrease in enrollment, the natural challenges faced are the areas that need to be looked at for relevancy. We want to do as much as we can for our kids and give them as much as we can. If enrollment is down, funding is lower. If funding is lower, we must look at what is most important to and for our students.

What action(s) will be taken to address these challenges?

Take a close look at the things we are doing for our kids to see if all are needed. Also, look at why students are coming and leaving our district. This can be accomplished by a brief parent/student survey.

What are the challenges you noticed based on student attendance?

Overall student attendance was good, however, follow through on the parent part seems to be the biggest hurdle when looking at attendance issues.

What action(s) will be taken to address these challenges?

Including the truancy officer, rewarding students for good attendance, frequent calls home, student success team interventions.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

5th grade math is 15 % over the state average

8th grade Science is 15 % over the state average

6th grade Social Studies is 13 % over the state average

Which content area(s) show a positive trend in performance?

5th and 7th grade mathematics makes consistent positive growth on the MEAP

5th Grade

2009 38%

2010 48%

2011 47% (new cut scores)

2012 61%

7th Grade

2009 32%

2010 34%

2011 36%

2012 42%

In which content area(s) is student achievement above the state targets of performance?

MEAP

5th grade math

7th grade math

5th grade reading

6th grade reading

8th grade reading

5th grade science

8th grade science

6th grade social studies

What trends do you notice among the top 30% percent of students in each content area?

Regardless of subject, this population tested in the top %30 across the board.

What factors or causes contributed to improved student achievement?

Regular SST Meetings

Teachers having clear and concise targets

After School Program

Overall teacher care for students

Using MEAP data analysis to target problem areas

Teachers using planning time to address areas of concern

How do you know the factors made a positive impact on student achievement?

Due to growth being shown in several areas and being over the state average in most each area, we can see the impact we have made with our practices.

Which content area(s) indicate the lowest levels of student achievement?

7th grade Reading

6th Grade Mathematics

7th Grade Writing

Which content area(s) show a negative trend in achievement?

Despite being above the state average consistently, we still shown a decline in achievement for the past three years in 6th grade Social Studies. In 7th grade Reading we have shown a gradual decline for the past three years falling below the state average.

In which content area(s) is student achievement below the state targets of performance?

7th grade reading

6th grade math

7th grade writing

What trends do you notice among the bottom 30% of students in each content area?

Our bottom 30% consists mainly of our special needs and economically disadvantaged population

What factors or causes contributed to the decline in student achievement?

Due to the fact that most of our bottom 30% comes from our special needs and ED population, it would be prudent to say that despite our efforts at school and parental contacts, we are getting little follow through at home. This is not to say we do not need to firm up our teaching practices and targets which is something we work on regularly.

How do you know the factors made a negative impact on student achievement?

If parents are not instilling in their children the importance and necessity of an education, the students are less apt to care about their achievement at school. This, in turn, led to a lack of knowledge and/or a lack of concern about what this population was learning or testing on.

What action(s) could be taken to address achievement challenges?

We need to figure out new, innovative ways to get our families more involved and invested in their children's education. As a staff, we also need to be constantly and consistently reviewing our curriculum to make sure it is differentiated to meet ALL students' needs.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

In 8th grade reading, our # of not proficient, or "4's", has been gradually been decreasing from a %14.8 in 2010-11, to a %13 in 2011-12, to a %7.7 in 2012-13.

In 8th grade mathematics, our # of not proficient, or "4's", has been gradually decreasing from a %57.1 in 2010-11, to a %43.0 in 2011-12, to a %39.6 in 2012-13

In 6th grade reading, our # of not proficient, or "4's", has been gradually decreasing from a %20.6 in 2010-11, to a %20.00 in 2011-12, to a %17.5 in 2012-13

How do you know the achievement gap is closing?*

Based on the data that our not proficient students have been making strides and moving into the "partially proficient" category. This, as a result, closes the achievement gap.

What other data support the findings?

MEAP data analysis using the Golden Package and Mischool data.

What factors or causes contributed to the gap closing? (Internal and External)*

Teachers being persistent, more communication with parents, higher levels of parent concern, clearer teacher targets.

How do you know the factors made a positive impact on student achievement?

We don't. Based on the increased parental interaction combined with the teachers desire to see this population improve, it is nothing more than a logical guess that these are the reasons for improvement.

What actions could be taken to continue this positive trend?

We will increase calls home, more meetings with these students, more mentoring roles taken on by staff, more invites to parents to get them involved, more communication via e-mail and phone, incentives for achievements.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Economically Disadvantaged
- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

In 8th grade Science %52.7 of our ED students performed not proficient on the MEAP

In 5th grade Science %50 of our ED students performed not proficient on the MEAP.

In 7th grade Math %46.8 of our ED students performed not proficient on the MEAP

How do you know the achievement gap is becoming greater?*

The data supports this claim

What other data support the findings?*

The Golden Package, MiSchool Data

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What factors or causes contributed to the gap increasing? (Internal and External)*

Lack of parental concern, unclear targets, lack of nutrition, lack of student investment

How do you know the factors lead to the gap increasing?*

Logical guess

What actions could be taken to close the achievement gap for these students?*

Increase parental opportunities, good breakfast on test day, more mentoring roles from staff, incentives for good grades/behavior

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Not applicable

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

This population are the first offered and included in ANY and all intervention programs we offer. This includes our 21 century program, SST meetings, and our school wide mentoring program.

How are students designated 'at risk of failing' identified for support services?

These students are identified at SST meetings which include, the principal, counselor, student success adviser, and every teacher. Any students receiving below a C- in any class, are brought up, and discussed as possible candidates for early intervention services.

These meetings take place each month to monitor progress of all students. They are run by grade level.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Spelling Bee

Geography Bee

Limerick Contest

Century 21 Program

One Book One School

National Writing Project

Math Counts

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Lunch time reading clubs

Summer Reading Program

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Email blasts, School Messenger, Student Announcements, Parent Mailings, Parent Teacher Conferences, Media Center calls.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.44

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	11.0

What impact might this data have on student achievement?

If teachers are "set in their ways", it might be difficult at times to "trigger" a change with something new. This, in turn, could cause teachers not to be teaching the correct material which would lead to poor or decreased student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	33.5

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Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	133.5

What impact might this data have on student achievement?

With teachers not present to teach their material, there will most likely be a disruption of classroom "flow". This could potentially cause students to get off track having a direct impact on their achievement.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

School climate and positive environment.

Which area(s) show a positive trend toward increasing student satisfaction?

More teacher interaction with students outside of class on a daily basis.

What area(s) indicate the lowest overall level of satisfaction among students?

Homework and bullying behaviors.

Which area(s) show a trend toward decreasing student satisfaction?

I pad loss of privileges, higher expectations, low teacher moral.

What are possible causes for the patterns you have identified in student perception data?

No real concern in this area.

What actions will be taken to improve student satisfaction in the lowest areas?

Students have traditionally, not enjoyed doing homework. This, will continue to be a necessity as long as it does not become too much for the student to handle. We can monitor the homework given and make sure it is given in manageable amounts.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

School climate and school safety

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Increased teacher to parent communication

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Teacher contact when students are not achieving.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Decreased (not by much) parent teacher conference attendance.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Staff are perhaps not as diligent as they used to be with parent phone calls home due to the increased use of technology in our building. They assume that parents are checking grades online, therefore do not need to be informed if a student is missing an assignment. We have found this year that this is not necessarily the case.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

If a student reaches a grade threshold, then a call or email will need to be made.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

School climate and staff cohesiveness

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The use of technology in the classroom for everyday instruction.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Standardized testing and new teacher evaluation process.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Standardized testing and lack of parental support.

What are possible causes for the patterns you have identified in staff perception data?

The economic downturn and stress at home leads to lack of parental concern and involvement. With the ever changing standardized testing targets, it is difficult for staff to put faith in any test.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

We do not take the MiPHY this year

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Curriculum instruction and assessment are made at a district level. This is done at district school improvement meetings that include community members, parents, teachers, administrators, and board members.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

All staff complete pacing guides in which the CCSS are included. Teacher observations are made on a regular, random basis to ensure these standards are being taught. ELA and Math have completely made the switch from GLCE to CCSS. Science and Social Studies are still waiting for clearer direction.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	In 5th grade, we test twice each year using the AIMS web test for literacy. In math we take the MEAP each fall as well as departmental assessments created that are aligned with the Common Core Standards.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.boyne.k12.mi.us/middleschool/annualreport.pdf	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Assurance	Response	Comment	Attachment
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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

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Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Peter Moss Superintendent 321 South Park Street Boyne City, MI 49712 (231) 439-8191	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted with input from Administration, secretarial staff, and our IT staff. Data was gathered through a variety of people even including the ISD.

What were the results of the comprehensive needs assessment?

Student achievement - Boyne City Middle School has continued to be above the state average in almost all areas of the MEAP.

School programs/process - The MiBlisi reading and behavior program was implemented four years ago and has created a school culture conducive for learning.

Perception - Warm, friendly, caring staff, safe and students are held to high academic standards

Demographic - Predominantly white, with a free and reduced lunch percentage of 55%.

What conclusions were drawn from the results?

Even though we have passed the state average in many areas, there is still room for growth (specifically Science and Social Studies).

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Boyne City Middle School as a staff has been drilling down to reach the cause of the learning gap. Giving choices to the students is one of the way that we are working to close the achievement gaps of our at-risk students. This allows them to differentiate their learning. This gives students an opportunity to think about their own learning. Currently we are offering a Flex class during our day where we are giving at-risk kids a chance to improve some of their weaknesses.

In conclusion, we need to target our economically disadvantaged population and get clearer targets to lessen the gap.

How are the school goals connected to priority needs and the needs assessment?

Boyne City Middle School teachers have been working on revising and aligning the curriculum all year long. Teachers started the year off looking at last years MEAP data in departments to identify strengths and weaknesses. Towards the middle of the year our teachers started creating/updating a common pacing guide by grade level and department. The district had a K-12 professional development day where teachers were encouraged to share positive ideas and strategies that are currently working in our classrooms.

2.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goal addressed the gaps that were identified by pulling out problem areas in our MEAP, Explore, Aims Web, Delta Math, and IXL data.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Because the needs were identified for the disadvantaged population, naturally our goals are to target this population. This being said, we continue to challenge all students by making sure they are on target with the GLCES and CCS. If the students are on target, it means the teachers are teaching the correct content.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

All strategies in the schoolwide plan focus on helping all students reach the State's standards.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

All research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

All research-based reform strategies in the schoolwide plan align with the findings of the needs assessment.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Accelerated placement for all classes assure that select students will get the enrichment they deserve and desire while not compromising the education of those students who need to remain on a "normal" track.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

The mentoring strategy. Teachers and para pros have all been assigned 2 students that are in need of the most instructional support. By constant contact and intervention, these students have a much better chance of being successful in school.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

yes.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes.

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

We had one teacher retire this past year. We will be replacing with an on-staff teacher from BCMS. We had one part time Spanish teacher take a job in Honduras. We have posted this position.

What is the experience level of key teaching and learning personnel?

Four teachers (18%) have been at Boyne City Middle School and in the teaching profession for one to three years. (18%). One teacher (4%) has four to eight years of teaching experience. Two teachers (8%) have been teaching at Boyne City Middle School for four to eight years.

Nine teachers (39%) have taught between nine and fifteen years. Ten teachers (44%) have taught at Boyne City Middle School for between nine and 15 years (44%). Nine teachers (39%) have taught over 15 years and seven (30%) have taught at BCMS for over 15 years

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

School teaching staff is stable with less than 4% turnover annually. The majority of the staff has more than five years of teaching experience. BCMS has four probationary staff members who have brought experience from other districts.

Since Boyne City is a resort area, Boyne City Public Schools is fortunate to received hundreds of unsolicited applications a year for teaching and staff positions. When an opening occurs, the district also posts openings on the web site and runs ads in the local newspapers. To ensure that the best teaching and administrative candidates are hired, the district requires a panel of school staff and stakeholders on interview teams to allow for broad input. The Superintendent and the Board have the final hiring and candidate selection. The teaching salary and benefits are commensurate or surpass other districts in the area.

The para-professionals are compensated on a step system. They participate in professional development with the teaching staff. All but one paraprofessional is returning. Five of our para-professionals have been with BCMS for more than five years.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

School teaching staff is stable with less than 4% turnover annually. The majority of the staff has more than five years of teaching experience. BCMS has four probationary staff members who have brought experience from other districts.

Since Boyne City is a resort area, Boyne City Public Schools is fortunate to received hundreds of unsolicited

applications a year for teaching and staff positions. When an opening occurs, the district also posts openings on the web site and runs ads in the local newspapers. To ensure that the best teaching and administrative candidates are hired, the district requires a panel of school staff and stakeholders on interview teams to allow for broad input. The Superintendent and the Board have the final hiring and candidate selection. The teaching salary and benefits are commensurate or surpass other districts in the area.

The para-professionals are compensated on a step system. They participate in professional development with the teaching staff. All but one paraprofessional is returning. Five of our para-professionals have been with BCMS for more than five years.

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

There is not a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

We have dedicated several PD days to the "mining" of data so that we can better identify the population that needs to be served. This included 2 MEAP data interpretation sessions, 1 data analysis session, and 2 sessions dedicated to pulling out the exact CCS and GLECS missed, and who they were missed by.

Describe how this professional development is "sustained and ongoing."

We have professional development meetings every month and at each meeting we make sure we at a bare minimum touch on the data that was pulled. Teachers are integrating the missed areas more heavily into their instruction. This, in essence, keeps the development ongoing.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are a part of the overall district school improvement piece, as well as the middle school. The parents are given any opportunity to share and give feedback as to what they feel should be contained in the plan.

How were parents involved in the implementation of the schoolwide plan?

The PTO is instrumental in planning and implementing the parent orientation night. In addition, the PTO helps with the organization of parent conferences, and various fundraisers that involve parents.

How were parents involved in the evaluation of the schoolwide plan?

BCMS will continue to survey parents, students, staff and community to gather information. It will analyze the information gained to inform the school-wide plan and to improve student achievement. It will continue to ask parents, staff, students and community feedback on programs, processes and perceptions.

Administration will ask each stakeholder group the best way to gather information and work with them to develop or choose surveys or other instruments. Administration will work with parents, students and staff to ensure two-way communication that helps to improve student achievement. Changes in process can be made quickly or more deliberately through the formal school planning process, depending on the input received. A good idea doesn't have to wait an entire school planning cycle if it will help even one student.

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.

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Boyne City Middle School has tremendous parent involvement. With 380+ students, in the 2011-2012 school year over 155 parents signed up to volunteer at the school for chaperoning field trips, helping in the library, volunteering to help supervise at lunch or to be a mentor, or help students in other ways. Parents attend cocurricular activities (sports, band concerts, and drama productions,) parent conferences and support the school fundraiser. An active Parent Teacher Organization meets monthly with the principal to review school

School Improvement Plan

Boyne City Middle School

goals, ask questions and give feedback about how they perceive the school is operating.

In 2011-2012, 90% of the students had parents who attended the Back-to School Night, parent conferences or student-led conferences. However, as BCMS did this self-analysis, and now offers Parent Orientation, Incoming Fifth Grade Parent Night, and parent conferences. Boyne City Public Schools has participated in two Drug and Alcohol awareness programs. Percent of students whose parents attended conferences and/or parent information nights were

2007-2008 90%, 2008-2009 86%, 2009-2010 91%, 2010-2011 92%, 2011-2012 90%, 2012-2013 93%

How will the parent involvement component of the schoolwide plan be evaluated?

BCMS will continue to survey parents, students, staff and community to gather information. It will analyze the information gained to inform the school-wide plan and to improve student achievement. It will continue to ask parents, staff, students and community feedback on programs, processes and perceptions.

Administration will ask each stakeholder group the best way to gather information and work with them to develop or choose surveys or other instruments. Administration will work with parents, students and staff to ensure two-way communication that helps to improve student achievement. Changes in process can be made quickly or more deliberately through the formal school planning process, depending on the input received. A good idea doesn't have to wait an entire school planning cycle if it will help even one student.

How will the results of the evaluation be used to improve the schoolwide program?

in the annual Parent Orientation in the Fall and at the Incoming Fifth Grade Parent Night in the Spring.

Teachers also explain how their course curriculum relates to the content area standards. At parent/teacher conferences teachers discuss student progress on MEAP, AIMSweb reading fluency testing and MAZE reading comprehension testing, as well as classroom academic progress. BCMS has PowerSchool Gradebook online so that parents can monitor student grades on every assignment and classroom test. If a parent does not have access to a computer, he or she may call the office and the school secretary will print out attendance, grades, missing assignments reports on demand and send them home with the student or by mail, if requested. Parents and teachers communicate by phone and email about student progress. Each student is given an organizational agenda with school rules at the beginning of the year. Much effective communication between parents and teachers takes place on these calendars. A student monitor sheet can be initiated by parents or teachers to provide daily two-way communication. Counselor Colleen Giuliana is available for parent appointments to explain MEAP results and help with other academic and social/emotional issues.

Grade-level Student Study Teams meet monthly to review student progress to identify students who need more assistance. The counselor contacts the parents of these students, meets with them to discuss options ranging from after-school tutorials, Title I in-school assistance, and screening for special education services.

If a student has consistent disciplinary or attendance problems that are interfering with his or her academic learning, a functional behavioral analysis is completed by a team including a psychologist, teachers, administrators, counselor, nurse and parents. The Student Success adviser monitors grades, attendance, and

discipline.

How was the school-parent compact developed?

Parent members of the PTO and the District/Building School Improvement Team had input into the development our parent involvement plans.

How is the parent compact used at elementary-level parent teacher conferences?

N/A - This is a middle school plan.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

The parent compact goes out in the district news letter and is sent home with each middle school parent at August orientation.

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

BCMS distributes and explains the State Michigan Educational Assessment Program (MEAP) Parent Guide in the annual Parent Orientation in the Fall and at the Incoming Fifth Grade Parent Night in the Spring. Teachers also explain how their course curriculum relates to the content area standards. At parent/teacher conferences teachers discuss student progress on MEAP, AIMSweb reading fluency testing and MAZE reading comprehension testing, as well as classroom academic progress. BCMS has PowerSchool Gradebook online so that parents can monitor student grades on every assignment and classroom test. If a parent does not have access to a computer, he or she may call the office and the school secretary will print out attendance, grades, missing assignments reports on demand and send them home with the student or by mail, if requested. Parents and teachers communicate by phone and email about student progress. Each student is given an organizational agenda with school rules at the beginning of the year. Much effective communication between parents and teachers takes place on these calendars. A student monitor sheet can be initiated by parents or teachers to provide daily two-way communication. Counselor Colleen Giuliana is available for parent appointments to explain MEAP results and help with other academic and social/emotional issues.

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If a student has consistent disciplinary or attendance problems that are interfering with his or her academic learning, a functional behavioral analysis is completed by a team including a psychologist, teachers, administrators, counselor, nurse and parents. The Student Success adviser monitors grades, attendance, and discipline.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

N/A

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

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

Each year professional development time is allotted for teachers to analyze the Michigan Educational Assessment Program (MEAP) data in their subject areas looking at the instructional strands and targeting particular strands that seem to be weak for improvement. Teachers have completed standards-based common pacing guides and have saved them and the instructional strands to target on a common computer drive that the entire staff can access. As teachers analyze the instructional strands that need more support, they revise the common pacing guides to allocate more time to those topics. In addition, teachers receive their students' individual MEAP scores, AIMSweb reading fluency and comprehension scores, and Explore results. They meet monthly in grade-level teams to discuss student progress in class and to monitor students targeted as at-risk from test scores, classroom grades, or unusual health or home situations. They work as teams to support the students and they refer students who need extra support to the counselor to meet with parents about after school tutoring, Title I support during the day or even special education testing. In the 2009-2010 school year, the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI) coach provided the entire staff with training on how to analyze the AIMSweb and MAZE testing data. In the past, teachers were trained in how to do the annual MEAP assessment data analysis.

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

The School Improvement Teams consists of teachers, administrator and parents. These teams meet monthly and are responsible for reviewing the school assessment data. They use the data to formulate instructional goals based on their review. They are responsible for writing the Comprehensive School-wide Plan and monitoring its implementation. Assessment tools that are in place were chosen by teachers and ratified by the School Improvement Team. For example, the participation in MiBLSI was a School Improvement Team decision. With that decision came the introduction of the AIMSweb reading accuracy and rate tests and MAZE reading comprehension tests for the last year to focus specifically on reading improvement. These tests will be administered three times a year. Annually teachers review Northwest Evaluators Association test data in math and reading. School-wide test data is presented in staff meetings. The principal gives teachers the results for the students in their grade levels to review in grade-level teams. Teachers, parents and students review both the teachers' classroom assessments and the standardized test data in both the parent conferences and the student-led conferences, which are scheduled twice a year. At any time a parent may call the counselor for appointments to go over their students' progress or to schedule a meeting with an individual teacher.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

At the beginning of each school year, grade level teachers meet and discuss the students in their grade levels and their progress. They identify students who should receive Title I tutorial assistance during the FLEX period in the school day. They also identify students for after school tutorials in math and reading, as well as for after school homework help.

Then, interdisciplinary grade-level student study teams meet monthly to monitor all students in the grade level. These teams consist of the English, math, social studies, science, counselor, student success advisor, principal and special education teacher assigned to a particular grade. BCMS is a small school, so most grades only have one teacher per subject. They look at the grades and progress of students already identified and strategies that are working and not working with these individuals. Any teacher can add a student to the list to scrutinize. Any students earning a D or an F on a progress report in a subject area is added and grades are up to date at the time of the meeting when teachers are discussing the students. Students with poor attendance or behavioral concerns are also added to the list.

At the meeting interventions are discussed, ranging from monitor sheets, giving students extra time in a particular subject during FLEX period, contacting parents about Title I or special education testing to just having the teacher with the best rapport with the student sit down and talk with him or her. Teachers discuss how they can differentiate instruction for a student, especially if one teacher is having success and others aren't. Modifications in length of assignments, instructional strategies, seating in classrooms, method of giving directions, or receiving information from the student are also considered. An individual plan is made for each student. The plan is monitored and changed the next month if it doesn't appear to be working. If the student is doing well, he may be moved to a status that just monitors him some more or removed from the list depending on the consensus of the group. In addition, the special education team meets monthly to discuss students and their progress and possible interventions.

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?

principal and special education teacher assigned to a particular grade. BCMS is a small school, so most grades only have one teacher per subject. They look at the grades and progress of students already identified and strategies that are working and not working with these individuals. Any teacher can add a student to the list to scrutinize. Any students earning a D or an F on a progress report in a subject area is added and grades are up to date at the time of the meeting when teachers are discussing the students. Students with poor attendance or behavioral concerns are also added to the list.

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having the teacher with the best rapport with the student sit down and talk with him or her. Teachers discuss how they can differentiate instruction for a student, especially if one teacher is having success and others aren't. Modifications in length of assignments, instructional strategies, seating in classrooms, method of giving directions, or receiving information from the student are also considered. An individual plan is made for each student. The plan is monitored and changed the next month if it doesn't appear to be working. If the student is doing well, he may be moved to a status that just monitors him some more or removed from the list depending on the consensus of the group. In addition, the special education team meets monthly to discuss students and their progress and possible interventions.

How are students' individual needs being addressed through differentiated instruction in the classroom?

With the use of para pros and special education teachers in the classrooms, teachers can keep on track with their pacing guides while not compromising student learning. Para pros and special education staff can individually assist those students who may not be grasping a concept.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

All programs are coordinated with a "piece" addressing the goals, which ultimately addresses the gap (school wide goal). With teaching on target and students with clearly identified problem areas, the integration of the programming comes naturally.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

BCMS offers a variety of local, Federal and State programs throughout the school year including but not limited to: MEAP, Delta Math, AIMS WEB, Title I, Title VII, Char-Em ISD services, Explore testing and accelerated math offerings.

Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.

For the 2012-2013 school year, the funds work together to help differentiate instruction in Math, English, and Writing. They will be used for student learning through a daily agenda. Fund's will be used to increase parent involvement in homework activities, an orientation handbook, and for materials for parent meetings. They will be used for materials, supplies, books, and technology that will all help to differentiate the learning in the classroom. A portion of the funds will be used for staff development. Funds will be used to support the school counselor, paraprofessional support in classrooms, after school tutors, the student success adviser and the nurse. Please see the school plan to see what the Title I funds will be used for specifically.

How does the school coordinate and integrate the following Federal, State and local 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.

The main program that we coordinate funds with is the 21st Century after school program. Free tutorials and enrichment classes are offered to eligible students through the 21st Century funding. Boyne City Public Schools also offer a homeless liaison for families with housing needs.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Boyne City Middle School evaluates data on a regular basis. Teachers are continually using data to guide instruction and Administration supports them with two Professional development days throughout the school year. One of these days is used for identifying gaps in specific areas of the MEAP. This is done in teams of teachers by content area. The second day teachers were encouraged to participate in a K-12 data articulation. These departments were encouraged to focus in on strengths, weaknesses, and program continuity.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Frequent data interpretation days are given for staff to look at areas on State assessment data. This time is used to pull, and dissect practice we as a staff are doing. If there are areas for improvement to be looked at, these areas are highlighted and greater time is given to the importance of this data.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

By looking at trend data and cohort data, we can track specific populations over time to see if the program we are using, is working.

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?

The plan is will be brought up frequently with our DSIT and BSIT teams to see if changes need to be made and if a plan has lost its effectiveness. If changes need to be made, they will be brought to the attention of the stakeholders and changes will be adopted based on need.

2013-14 Boyne City Middle School School Improvement Plan

Overview

Plan Name

2013-14 Boyne City Middle School School Improvement Plan

Plan Description

2013-14 MS SIP

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	Mathematics achievement will improve	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
2	Increase the proficiency on the MEAP Science test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
3	Increase the proficiency on the MEAP Social Studies test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
4	ELA achievement will improve	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$30000
5	Students at Boyer City Middle School will become proficient writers	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500

Goal 1: Mathematics achievement will improve

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

5% of All Students will demonstrate a proficiency IF math students increase their MEAP scores by 5%, they will have met the goal in Mathematics by 11/01/2013 as measured by MEAP test results.

Strategy 1:

Data Analysis - By staff devoting time to areas heavily missed on the MEAP, students will, in turn, learn the material that has traditionally not been understood on the MEAP

Research Cited: Specific research does not need to be shown that by studying for the material that will be tested on, will result in more students getting the questions correct. This will ultimately lead to high test scores and higher math achievement.

Anthony, G., & Walshaw, M. (2009). Effective pedagogy in mathematics. <http://www.ibe.unesco.org/en/services/publications.html>.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Michigan Department of Education . (2002, March). What research says about Parent involvement in

children's education in relation to academic achievement. , (), 1-3.

National Council of Teachers of Mathematics, (2006). Navigating through mathematical connections grades 6 - 8. Reston, VA: National Council of Teachers of Mathematics.

Wahlstrom, D. (2002). Using Data to Improve Student Achievement. Chesapeake , VA: Successline Publications.

Wiggins, G., & McTighe, J. (2005). Understanding By Design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, para pros, and tech mentors will pull out areas that were that of concern on the Math MEAP. After this data is pulled, the aforementioned group will develop strategies (using technology) to assist these students on being more successful on standardized testing. The professional development will be devoted on the how to pull out problem areas based on the data we have collected.	Getting Ready	09/03/2013	06/06/2014	\$15000	General Fund, Title I Schoolwide	All math teachers, special education teachers, para pros and tech mentors.

Goal 2: Increase the proficiency on the MEAP Science test.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

10% of All Students will demonstrate a proficiency Move from Not proficient to partially proficient in Science by 10/25/2013 as measured by MEAP results.

Strategy 1:

Practice Tests - Student familiarity with MEAP-like questions, will better prepare them for the test.

Research Cited: Research shows that if students can see the test format; and practice the test before hand, they will be better prepared on test day.

Activity - Teacher test taking strategies instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using teachers, para pros, and tech mentors, we can take a team approach to find ways not only how to better prepare students for tests, but also how to incorporate good test taking strategies in every day instruction.	Direct Instruction	09/02/2013	06/06/2014	\$15000	Title I Schoolwide, No Funding Required	teachers, para pros, and tech mentors.

Goal 3: Increase the proficiency on the MEAP Social Studies test.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

10% of All Students will demonstrate a proficiency Move from a level "4" to a level "3" in Social Studies by 10/25/2013 as measured by success will be measured by MEAP scores in Social Studies.

Strategy 1:

Non-Proficient Targeting - If we know the students and what they are supposed to know, we can better prepare them for test success.

Research Cited: By knowing who and what is supposed to be taught, research shows we will then be better prepared for tests

Activity - Practice Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers administering practice tests	Getting Ready	09/03/2013	05/30/2014	\$15000	No Funding Required, Title I Schoolwide	All teaching staff and support staff (para pros)
Activity						
Teachers administering practice tests						

Goal 4: ELA achievement will improve

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency by being to answer questions pertaining to a reading passage in English Language Arts by 06/02/2014 as measured by test scores in reading comprehension.

Strategy 1:

FLEX Reading implementation - By having students read and answer passage questions daily, they will become better readers ultimately leading to better test scores and comprehension scores.

Research Cited: Strong evidence shows that test scores in ALL content areas increase if students are a) able to read, and b) answer specific questions about what they read. California Department of Education (2003); Flexible grouping. Taking Center Stage Act II; <http://pubs.cde.ca.gov/ctcii/ch2/stdntgrpng.aspx>

Clay, M. M. (1985). The early detection of reading difficulties (3rd ed.). Portsmouth, NH: Heinemann Educational Books.

Fielding, L., Kerr, N., & Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

Kowalewski, E., Harvey, S., & Goudvis, A. (2002). Strategies that work: teaching comprehension to enhance understanding. Portland, Maine: Stenhouse Publishing.

Jenkins, J.R., Matlock, B., & Slocum, T.A. (1989 Spring) Two approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. Reading Research Quarterly, 24 (2).

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - FLEX daily reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read for the first 20 minutes of each FLEX class (across the content areas) and have para pros/tech mentors assist with reading strategies not covered in normal classroom instruction.	Academic Support Program	09/03/2013	06/09/2014	\$30000	General Fund, Title I Schoolwide	All core content teachers and para pros, and tech mentors.

Goal 5: Students at Boyne City Middle School will become proficient writers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by becoming better writers in English Language Arts by 05/30/2014 as measured by Pre and post writing assignments.

Strategy 1:

Daily Student Writing - By having students read and write each day they will become more proficient writers.

Research Cited: Research not only suggests, but proves, that by writing daily, students increase proficiency in all content areas.

<http://www.pacoaching.org/>

Ball, D. L. (1994). Developing mathematics reform: What don't we know about teacher learning?but would make good working hypotheses? Paper presented at the Conference for Teacher Enhancement in Mathematics K?6, Arlington, Virginia.

Beaton, A. E., Mullis, I. V., Martin, M. O., Gonzalez, E. J., Kelly, D. L., & Smith, T. A. (1997).

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Borchers, C. A., Shroyer, M. G., & Enochs, L. G. (1992). A staff development model to encourage the use of microcomputers in science teaching in rural schools. *School Science and Mathematics*, 92(7), 384?391.

Brown, D., Reumann-Moore, R., Hugh, R., Plessis, P. D., & Christman, J. B. (2006). Promising inroads:

Year one report of the Pennsylvania high school coaching initiative. Retrieved March, 20, 2009, from http://www.pacoaching.org/files/Research%20Findings/pahsci_rfa_year_one_report.pdf

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Retrieved March, 20, 2008, from <http://www.k12.wa.us/ProfDev/tap/pubdocs/CoachingBrochure.pdf>

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915?945.

Hall, B. (2004). Literacy coaches: An evolving role. Retrieved March 20, 2009, from

<http://www.carnegie.org/reporter/09/literacy/index.html>

Russo, A. (2004). School-based coaching: A revolution in professional development

Activity - RCWP Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be trained in how to make students better writers. This will include technology tips, sparking student interest, and stressing the overall importance of reading and writing in all content areas.	Professional Learning	08/27/2013	08/28/2013	\$1500	Title II Part A	Red Cedar Writing Project staff will be leading the development of the entire middle school teaching staff.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RCWP Professional Development	All staff will be trained in how to make students better writers. This will include technology tips, sparking student interest, and stressing the overall importance of reading and writing in all content areas.	Professional Learning	08/27/2013	08/28/2013	\$1500	Red Cedar Writing Project staff will be leading the development of the entire middle school teaching staff.
Total					\$1500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FLEX daily reading	Read for the first 20 minutes of each FLEX class (across the content areas) and have para pros/tech mentors assist with reading strategies not covered in normal classroom instruction.	Academic Support Program	09/03/2013	06/09/2014	\$30000	All core content teachers and para pros, and tech mentors.
Practice Tests	Teachers administering practice tests Activity Teachers administering practice tests	Getting Ready	09/03/2013	05/30/2014	\$15000	All teaching staff and support staff (para pros)
Teacher test taking strategies instruction	Using teachers, para pros, and tech mentors, we can take a team approach to find ways not only how to better prepare students for tests, but also how to incorporate good test taking strategies in every day instruction.	Direct Instruction	09/02/2013	06/06/2014	\$15000	teachers, para pros, and tech mentors.

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Professional Development	Teachers, para pros, and tech mentors will pull out areas that were that of concern on the Math MEAP. After this data is pulled, the aforementioned group will develop strategies (using technology) to assist these students on being more successful on standardized testing. The professional development will be devoted on the how to pull out problem areas based on the data we have collected.	Getting Ready	09/03/2013	06/06/2014	\$15000	All math teachers, special education teachers, para pros and tech mentors.
Total					\$75000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers, para pros, and tech mentors will pull out areas that were that of concern on the Math MEAP. After this data is pulled, the aforementioned group will develop strategies (using technology) to assist these students on being more successful on standardized testing. The professional development will be devoted on the how to pull out problem areas based on the data we have collected.	Getting Ready	09/03/2013	06/06/2014	\$0	All math teachers, special education teachers, para pros and tech mentors.
FLEX daily reading	Read for the first 20 minutes of each FLEX class (across the content areas) and have para pros/tech mentors assist with reading strategies not covered in normal classroom instruction.	Academic Support Program	09/03/2013	06/09/2014	\$0	All core content teachers and para pros, and tech mentors.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practice Tests	Teachers administering practice tests Activity Teachers administering practice tests	Getting Ready	09/03/2013	05/30/2014	\$0	All teaching staff and support staff (para pros)
Teacher test taking strategies instruction	Using teachers, para pros, and tech mentors, we can take a team approach to find ways not only how to better prepare students for tests, but also how to incorporate good test taking strategies in every day instruction.	Direct Instruction	09/02/2013	06/06/2014	\$0	teachers, para pros, and tech mentors.
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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