



# School Improvement Action Plan

School: Armada Middle School

Date: May 5, 2009

Goal Statement: Students will improve their reading comprehension in all areas of the curriculum.				
Essence (two or three specific skills): 1. understanding of the written word      2. retention of the written word      3. exposure to a variety of genres				
Support Data (used to select the goal): 1. MEAP 2. Exit tests 3. Classroom assessments	Standardized Assessment(s): 1. MEAP ELA 2. MEAP (Social Studies)	Local Assessment(s): 1. Teacher survey 2. Evidence binder		
Strategy/Intervention: P.A.G.E.S		Research supporting this strategy/intervention: Quantum Learning (1999- revised 2002/04/05/06); Various sources included but not limited to Brain based Learning principles, Best Practice: New Standards for Teaching and Learning in America's schools.		
Activities to implement the intervention (including professional development) such as: 1. What will teachers teach? Teachers will teach Quantum Learning's P.A.G.E.S. strategy 2. What will teachers model? Teachers will model how to use Quantum Learning's P.A.G.E.S. strategy 3. What will students model? Students will model correct use of strategy components 4. What will teachers practice with students? Teachers will practice with students how to apply the strategy to different types of texts		Person(s) Accountable	<u>Timeline</u> Begin    End	Resources
		Andrea Seaton, Chad Finkbeiner	Sept 08- June 09	Ongoing-AMS policy: 6 <sup>th</sup> grade-8 <sup>th</sup> grade

5. What will students practice alone and with each other?  
Students will practice peer editing of strategy and information sharing between students
6. What is expected of students? Students are expected to have the ability to recognize when to apply the strategy on their own
7. What is expected of teachers? Teachers are expected to support and monitor usage of strategy
8. What will be done to support the intervention? Staff training, classroom posters as a visual reinforcement tool, student-teacher feedback, and teacher surveys as well as faculty meetings will be used to support the intervention annually
9. What formative assessments (classroom-based) will be used to determine if the intervention is increasing student learning?  
Various classroom assessments to be determined at teachers' discretion will be used
10. What professional development is needed to implement the intervention in classrooms? Peer training and colleague feedback will be used to implement the intervention
11. What do we do as a staff if the strategy proves ineffective?  
Based on classroom assessments, surveys, and feedback we will brainstorm new strategies and choose one to replace the ineffective one.

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School: Armada Middle School

Date: May 5<sup>th</sup> 2009

<p>Goal Statement: Students will improve their reading comprehension in all areas of the curriculum.</p>								
<p>Essence (two or three specific skills):</p>								
<p>1. identifying relationships between concepts related to their reading main idea and supporting detail</p>		<p>2. identify</p>						
<p>3. independent recognition of when to apply the strategy</p>								
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> <li>MEAP</li> <li>Exit Tests</li> <li>Classroom assessments</li> </ol>	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> <li>MEAP ELA</li> <li>MEAP (Social Studies)</li> </ol>	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> <li>Teacher survey</li> <li>Evidence Binder</li> </ol>						
<p>Strategy/Intervention: Graphic Organizers</p>		<p>Research supporting this strategy/intervention: Quantum Learning (1999- revised 2002/04/05/06), Reading Apprenticeship (2006-2007- MISD “staff development”), Various sources included but not limited to Brain based Learning principles, Best Practice: New Standards for Teaching and Learning in America’s schools.</p>						
<p>Activities to implement the intervention (including professional development) such as:</p> <ol style="list-style-type: none"> <li>What will teachers teach? Teachers will teach how and when to use various graphic organizers</li> </ol>		<p>Person(s) Accountable</p> <p>Andrea</p>	<p><u>Timeline</u></p> <table border="1"> <tr> <td>Begin</td> <td>End</td> </tr> <tr> <td>Sept 08-</td> <td>June</td> </tr> </table>	Begin	End	Sept 08-	June	<p>Resources</p> <p>Professional</p>
Begin	End							
Sept 08-	June							

<ol style="list-style-type: none"> <li>2. What will teachers model? Teachers will model correct usage of graphic organizer chosen / interpretation</li> <li>3. What will students model? Students will model correct application of graphic organizers</li> <li>4. What will teachers practice with students? Teachers will practice how to apply the strategy to different reading selections, genres, and situations</li> <li>5. What will students practice alone and with each other? Students will practice peer review of strategy and information sharing between students</li> <li>6. What is expected of students? Students will be expected to recognize when to apply the strategy on their own.</li> <li>7. What is expected of teachers? Teachers are expected to support, monitor, and model usage of strategy</li> <li>8. What will be done to support the intervention? Introduction to a variety of different graphic organizers, and discussion of appropriate context for use will support the intervention</li> <li>9. What formative assessments will be used to determine if the intervention is increasing student learning? Various classroom assessment to be determined at teachers' discretion will be used</li> <li>10. What professional development is needed to implement the intervention in classrooms? Colleague feedback and sharing, reading apprenticeship, and the "thinking map" professional resource from MISD will be needed</li> <li>11. What do we do as a staff if the strategy proves ineffective? Based on classroom assessments, surveys, and feedback we will brainstorm new strategies and choose one to replace the ineffective one.</li> </ol>	<p>Seaton, Chad Finkbeiner</p>	<p>09</p> <p>Ongoing AMS Policy: 6<sup>th</sup> grade – 8<sup>th</sup> grade</p>	<p>resource binder from MISD, Reading Apprenticeship, Classroom texts, faculty,</p>
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# School Improvement Action Plan

School: Armada Middle School

Date: 5/8/09

<p>Goal Statement: Students will improve their ability to communicate in writing in all areas of the curriculum.</p> <p>Essence: Communicating in writing is defined as conveying your thoughts in an organized fashion. Students will provide precise information and organize their thoughts in a sequential matter.</p>				
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> <li>MEAP</li> <li>Staff believes improvement is needed</li> <li>Classroom assessments</li> </ol>	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> <li>MEAP October 2007: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade</li> </ol>	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> <li>Armada Middle School Writing Assessment: Pieces of evidence: November '09, March '10, May '10 in Grades 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup></li> </ol>		
<p>Strategy/Intervention: Staff will develop, model, and have students practice using graphic organizers to aid in the organization of constructed responses that relates to each content area.</p>		<p>Research supporting this strategy/intervention:</p> <ol style="list-style-type: none"> <li>2004 Edwin Ellis <a href="http://www.GraphicOrganizers.com">www.GraphicOrganizers.com</a></li> <li><a href="http://www.michigan.gov/meap">http://www.michigan.gov/meap</a></li> <li><a href="http://michigan.gov/mde">http://michigan.gov/mde</a></li> </ol>		
<p>Activities to implement the intervention (including professional development) such as:</p> <ol style="list-style-type: none"> <li>Content area vocabulary will be presented, modeled, practiced by students, and used appropriately in constructed responses to aid in communicating precise ideas and concepts.</li> <li>Staff will model and students will practice developing a conclusion from information given in a constructed response and support this conclusion with specific points and details from the information.</li> </ol>		<p>Person(s) Accountable</p>	<p><u>Timeline</u> Begin End</p>	<p>Resources</p>
		<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>

<p>3. Students will do self evaluations and peer editing using a rubric and/or checklist.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	<p>Sample Rubric</p>
<p>4. Students are expected to use a graphic organizer on their own to improve their ability to communicate in writing in all areas of the curriculum.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>5. Staff is expected to hand in two writing samples with use of a graphic organizer for at least one sample. They will assess the writing using a rubric and also hand in a teacher survey.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>6. Assessment will be done three times a year (once each trimester) using the same rubric each time.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>7. Staff will attend professional development opportunities that focus on developing writing in students.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	



# School Improvement Action Plan

School: Armada Middle School

Date: 5/8/09

<p>Goal Statement: Students will improve their ability to communicate in writing in all areas of the curriculum.</p> <p>Essence: Improve and expand the use of vocabulary in all areas of their writing that pertains to specific content areas.</p>				
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> <li>MEAP</li> <li>Staff believes improvement is needed</li> <li>Classroom assessments</li> </ol>	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> <li>MEAP October 2007: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade</li> </ol>	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> <li>Armada Middle School Writing Assessment: Pieces of evidence: November '09, March '10, May '10 in Grades 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup></li> </ol>		
<p>Strategy/Intervention: Staff will develop, model, and have students practice using vocabulary by using a word wall in each specific content area.</p>		<p>Research supporting this strategy/intervention:</p> <ol style="list-style-type: none"> <li>50 Literacy Strategies Step by Step (Second Edition) Gail E. Tompkins Pearson (Merrill Prentice Hall)</li> </ol>		
<p>Activities to implement the intervention (including professional development) such as:</p> <ol style="list-style-type: none"> <li>Staff will instruct and model students on how to use a word wall to expand the student's vocabulary.</li> <li>Students will model and expanded vocabulary through utilization of a word wall.</li> </ol>		<p>Person(s) Accountable</p>	<p><u>Timeline</u> Begin    End</p>	<p>Resources</p>
		<p>Content Area Head and All teachers</p>	<p>May 2009    May 2010</p>	<p>50 Literacy Strategies Step by Step (Second Edition)</p>
		<p>Content Area Head and All teachers</p>	<p>May 2009    May 2010</p>	<p>Language Arts Department</p> <p>Sample Word Wall</p>

<p>3. Students will utilize the word wall independently to improve their writing.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>4. Staff will collaborate in sharing of ideas and concepts on word walls to improve students writing.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>5. Assessment will be done three times a year (once each trimester) using the same rubric each time</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	
<p>6. Staff will attend professional development opportunities that focus on developing writing in students.</p>	<p>Content Area Head and All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	