

# School Improvement Plan

School Year: 2010

School District: Armada Area Schools

Intermediate School District: Macomb ISD

School Name: Armada Middle School

Grades Served: 6,7,8

Principal: William Zebelian

Building Code: 06493

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	5
Vision .....	6
Goals .....	7
Goal 1: Reading .....	7
Goal 2: Math .....	13
Goal 3: Science .....	19
Resource Profile .....	31
Stakeholders .....	31
Statement of Non-Discrimination .....	34
Conclusion .....	35

# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

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

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

## School Information

School:	<b>Armada Middle School</b>
District:	<b>Armada Area Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>6,7,8</b>
School Code Number:	<b>06493</b>
City:	<b>Armada</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

Creating an environment that is innovative, supportive, and unparalleled for students of an ever-changing tomorrow

## **Mission Statement**

Fostering creativity and providing meaningful connections through risk-taking, new technologies, and unrivaled experiences in a unique atmosphere

## **Beliefs Statement**

1. Believe the development of the whole person socially, physically, and emotionally is important to success
2. Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate
3. All students can learn, achieve and succeed when provided developmentally appropriate learning activities, which accommodate different learning styles.
4. Student learning is the primary goal of the school through high expectations and challenging objectives
5. All students can learn and achieve
6. Education is a responsibility shared by the students, home, school and community.

# Goals

ID	Name	Development Status	Progress Status
13371	Reading	Approved	Open
13373	Math	Approved	Open
13990	Science	Approved	Open

## Goal 1: Reading

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in narrative and informational reading.

**Gap Statement :** Based on a review of student achievement data (MEAP) only 64% of students are scoring proficient on both measures compared to the goal of 100% proficiency.

Future achievement data will include entrance/exit exams administered in the fall and spring of each school year.

**Cause for Gap :** Based on the 2009-10 MEAP, there is an achievement gap of 36%.  
 Strand data analysis from the MEAP indicates 64% proficiency.

**Multiple measures/sources of data you used to identify this gap in student achievement :** - MEAP: the MEAP test is administered every fall and data will be utilized as gathered  
 - Entrance/Exit Exams: Entrance and exit exams are given annually. Data will be utilized as collected  
 - Student Failure Rates: Including attendance and discipline

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will close the gap in achievement. Students (that are identified in the gap statement) will make a 3% annual increase in achievement on MEAP and exit exams. Progress will be monitored as per the strategy statement.

**Contact Name :** Chad Finkbeiner

### List of Objectives:

ID	Objective
13423	The percent of non-disabled students proficient on the MEAP narrative reading will increase from 69.3% to 72%. The percentage of students with disabilities proficient on the MEAP narrative reading will increase from 37.4% to 40%. The percent of non-disabled students proficient on the MEAP informational reading will increase from 58.2% to 61%. The percentage of students with disabilities proficient on the MEAP informational reading will increase from 26.5% to 30%. Improvements are based on our 3% goal.

## 1.1. Objective: Informational and Narrative Reading

**Measurable Objective Statement to Support Goal :** The percent of non-disabled students proficient on the MEAP narrative reading will increase from 69.3% to 72%.

The percentage of students with disabilities proficient on the MEAP narrative reading will increase from 37.4% to 40%.

The percent of non-disabled students proficient on the MEAP informational reading will increase from 58.2% to 61%.

The percentage of students with disabilities proficient on the MEAP informational reading will increase from 26.5% to 30%.

Improvements are based on our 3% goal.

### List of Strategies:

ID	Strategy	Locked By
13423	Staff will implement the use of graphic organizers to increase the narrative and informational reading abilities of all students.	
13423	Staff will implement reading techniques to increase informational reading abilities. - Pre-reading: previewing / activating prior knowledge / setting goals - During reading: making connections / interacting with text / clarifying understanding - Post-reading: summarizing / evaluating / responding	

### 1.1.1. Strategy: Graphic Organizers

**Strategy Statement:** Staff will implement the use of graphic organizers to increase the narrative and informational reading abilities of all students.

#### Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

#### Other Required Information for Strategy

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

Graphic Organizers

- Quantum Learning For Teachers (1999-revised 2002/04/05/06) by Bobbi Deporter, Mark Reardon, and

Sarah Singer-Nourie

- 12 Brain/Mind Learning Principles in Action: Developing Executive Functions of the Human Brain by Renate Nummela Caine, Mr. Geoffrey Caine, Carol Lynn McClintic, and Karl J. Klimek.

- Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvey Daniels, and Arthur Hyde

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will be proficient in the use and implementation of Graphic Organizer within the classroom.	09/01/2010	06/03/2011	Language Arts Department
Staff will teach students to use a content map to enhance their understanding of the elements of literature.	09/07/2010	06/03/2011	Language Arts staff
Staff will teach students how to use a Venn Diagram to compare and contrast the elements of literature	09/07/2010	06/03/2011	Language Arts staff
Staff will model the appropriate use of outlining in reading selections. Staff will teach students the organization techniques required.	09/07/2010	06/07/2011	Language Arts staff

**1.1.1.1. Activity: Professional Development designed to improve use of Graphic Organizers.**

**Activity Description:** Staff will be proficient in the use and implementation of Graphic Organizer within the classroom.

**Activity Type:** Revised

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compensation for substitutes, onsite training , paper supply for copies	General Funds	2,500.00	0.00

**1.1.1.2. Activity: Story Map**

**Activity Description:** Staff will teach students to use a content map to enhance their understanding of

the elements of literature.

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
paper supply for copies, informational texts	General Funds	120.00	0.00

**1.1.1.3. Activity: VENN Diagram**

**Activity Description:** Staff will teach students how to use a Venn Diagram to compare and contrast the elements of literature

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Dry erase markers	General Funds	1,000.00	0.00

**1.1.1.4. Activity: Outline**

**Activity Description:** Staff will model the appropriate use of outlining in reading selections. Staff will teach students the organization techniques required.

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
paper supply	General Funds	1,000.00	0.00

### 1.1.2. Strategy: Close and Critical Reading

**Strategy Statement:** Staff will implement reading techniques to increase informational reading abilities.

- Pre-reading: previewing / activating prior knowledge / setting goals
- During reading: making connections / interacting with text / clarifying understanding
- Post-reading: summarizing / evaluating / responding

**Selected Target Areas**

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.7 Provides for articulation and alignment between and among all levels of schools

**Other Required Information for Strategy**

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

Reading Techniques

- Read For Real (2005 Zaner-Bloser Inc.) by Crawford, Martin, and Philbin
- Rummelhart, D. E. (2004). Toward an interactive model of reading. In R. B. Ruddell, & N. J Unrau (Eds.), Theoretical models and processes of reading (5th ed.), 1149-1179. Newark, DE: International Reading Association.
- Van Den Broek, P., & Kremer, K. E. (2000). The mind in action: What it means to comprehend during reading. In B. M. Taylor, M. F. Graves, & P. Van Den Broek (Eds.), Reading for meaning: Comprehension in the middle grades, 1-31. NY: Teachers College Press.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will model the processes involved to engage students in	09/07/2010	06/07/2011	Language Arts

guided reading including pre-reading, during reading, and post-reading			staff
Staff will instruct students in the use and implementation of KWL: What you know, what you want to know, and what you learned.	09/07/2010	06/03/2011	Language Arts Department
Staff will instruct students in the implementation of the Quantum Learning reading strategy known as P.A.G.E.S. Preview, Ask, Gather information, Expand knowledge, Study	09/07/2010	06/03/2011	Language Arts Department

### 1.1.2.1. Activity: Guided Reading

**Activity Description:** Staff will model the processes involved to engage students in guided reading including pre-reading, during reading, and post-reading

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading selections, paper costs	General Funds	12,000.00	0.00

### 1.1.2.2. Activity: KWL

**Activity Description:** Staff will instruct students in the use and implementation of KWL: What you know, what you want to know, and what you learned.

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
paper	General Funds	1,000.00	0.00

**1.1.2.3. Activity: P.A.G.E.S**

**Activity Description:** Staff will instruct students in the implementation of the Quantum Learning reading strategy known as P.A.G.E.S. Preview, Ask, Gather information, Expand knowledge, Study

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Quantum Learning materials, Paper, Staff training	General Funds	4,000.00	0.00

**Goal 2: Math**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in mathematics.

**Gap Statement :** Based on a review of student achievement data sources (MEAP only at this time) only 78.3% of (6th grade-90.3, 7th grade-80.7, 8th grade-63.9) students are scoring proficient compared to the goal of 100%.

\*\*Percent is based on MEAP results until other data is collected.

**Cause for Gap :** Focal Point Analysis from the MEAP for 6th grade indicates: 50% are proficient in Decimal, Fraction Operations; 66.3% are proficient in Whole-Number Division; 60.6% are proficient in Properties of 2D shapes/angles; 61.4% are proficient in Connections.

Focal Point Analysis from the MEAP for 7th grade indicates: 47% are proficient in Rational Number Operations; 50% are proficient in Expressions and Equations; 45% are proficient in Properties of 3D shapes; 46.7% are

proficient in Connections.

Focal Point Analysis from the MEAP for 8th grade indicates: 48.9% are proficient in Proportionality and Similarity; 41.4% are proficient in Functions and Linear Equations; 43.3% are proficient in the area of Connections.

Perception data from high school teacher survey indicates that the students are lacking many skills (especially fractions and linear equations) that are needed to be successful in Algebra in ninth grade.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP-the MEAP is administered annually in the fall

Exit exams, Student Failure, Attendance, Discipline, Student Survey

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will close the gap in achievement. Students (that are identified in the gap statement) will make a 3% annual increase in achievement on MEAP and exit exams. Progress will be monitored (connect to strategy statements).

Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student work/assessment results (formative and summative). In addition ongoing meetings will be convened to monitor implementation and impact of plan.

**Contact Name :** Linda Roose

**List of Objectives:**

ID	Objective
15424	6th graders will increase in proficiency from a 37.5% in the area of fraction operations on the MEAP. (N.FL.05.14, N.MR.05.19, N.MR.05.21) 7th graders will increase in proficiency from a 34.8% in the area of rational number operations on the MEAP.(N.MR.06.03, N.FL.06.10, N.FL.06.04, N.FL.06.12,N.FL.06.15) 8th graders will increase in proficiency from a 41.4% in the area of functions and linear equations on the MEAP.(A.PA.07.06, A.PA.07.07, A.F0.07.12, N.MR.07.06, N.FL.07.07, N.FL.07.09,D.RE.07.01)

## 2.1. Objective: Increase math achievement.

**Measurable Objective Statement to Support Goal :** 6th graders will increase in proficiency from a 37.5% in the area of fraction operations on the MEAP. (N.FL.05.14, N.MR.05.19, N.MR.05.21)

7th graders will increase in proficiency from a 34.8% in the area of rational number operations on the MEAP.(N.MR.06.03, N.FL.06.10, N.FL.06.04, N.FL.06.12,N.FL.06.15)

8th graders will increase in proficiency from a 41.4% in the area of functions and linear equations on the MEAP.(A.PA.07.06, A.PA.07.07, A.F0.07.12, N.MR.07.06, N.FL.07.07, N.FL.07.09,D.RE.07.01)

**List of Strategies:**

ID	Strategy	Locked By
15424	Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Marzano, Robert	
15424	Staff will help students create graphic organizers and implement them into their math notes	

**2.1.1. Strategy: S.L.O.T.S.(Sustained Learning Over Time)**

**Strategy Statement:** Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Marzano, Robert

**Selected Target Areas**

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**Other Required Information for Strategy**

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

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Marzano, Robert

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will be trained on how to implement S.L.O.T.S. into the classroom.	09/07/2010	06/03/2011	Mathematics Department
Staff will create and use a S.L.O.T. activity at least twice a week in math class	09/07/2010	06/03/2011	Mathematics Department
Staff will administer a weekly quiz covering basic facts.	09/07/2010	06/07/2011	Mathematics Department

**2.1.1.1. Activity: S.L.O.T.S. (Sustained Learning Over Time) Professional Development**

**Activity Description:** Staff will be trained on how to implement S.L.O.T.S. into the classroom.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Presenter costs, sub costs, books, copies	General Funds	300.00	0.00

**2.1.1.2. Activity: S.L.O.T.S. Grade Level Concepts (6th Beginning Fractions, 7th Cont**

**Activity Description:** Staff will create and use a S.L.O.T. activity at least twice a week in math class

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School district supplies	No Funds Required	0.00	0.00

**2.1.1.3. Activity: Weekly assessments (MMQ)**

**Activity Description:** Staff will administer a weekly quiz covering basic facts.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School district supplies	No Funds Required	0.00	0.00

### 2.1.2. Strategy: Graphic Organizers

**Strategy Statement:** Staff will help students create graphic organizers and implement them into their math notes

**Selected Target Areas**

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**Other Required Information for Strategy**

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

Gagnon, J. & Maccini, P. Math graphic organizers for students with disabilities. The Access Center Improving Outcomes for All Students k-8. Retrieved on May 25, 2010 from [http://www.k8accesscenter.org/training\\_resources/mathgraphicorganizers.asp](http://www.k8accesscenter.org/training_resources/mathgraphicorganizers.asp)

National Middle School Association. (2009). Students use graphic organizers to improve mathematical problem-solving communications. Retrieved May 25, 2010, from <http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/November2009/Article4/tabid/2083/Default>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will be trained on how to implement graphic organizers in their classrooms	09/07/2010	06/03/2011	Mathematics Department
Staff will locate and create graphic organizers that can be used in a math class that will added to binders that all math teachers have at their disposal	09/07/2010	06/03/2011	Mathematics Department
Staff will guide students in using appropriate graphic organizers for various activities	09/07/2010	06/03/2011	Mathematics Department

#### 2.1.2.1. Activity: Professional Development with Graphic Organizers

**Activity Description:** Staff will be trained on how to implement graphic organizers in their classrooms

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Presenter costs, sub costs, books, copies	General Funds	300.00	0.00

**2.1.2.2. Activity: Create a collection of graphic organizers that can be used in a math clas**

**Activity Description:** Staff will locate and create graphic organizers that can be used in a math class that will added to binders that all math teachers have at their disposal

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Binders / Teacher?s Resources	General Funds	200.00	0.00

**2.1.2.3. Activity: Students will be instructed in how to use various graphic organizers**

**Activity Description:** Staff will guide students in using appropriate graphic organizers for various activities

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Mathematics Department

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Supplies	No Funds Required	0.00	0.00

### Goal 3: Science

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in science.

**Gap Statement :** Based on a review of student achievement data (MEAP), 81% of students are scoring proficient on both measures compared to the goal of 100% proficient.

**Cause for Gap :** Strand data from the 2009 MEAP indicates that students are scoring at a 50% in the area of Earth Science.

Student data analysis from local assessments also indicates that students in the 6th and 7th grade are not achieving at 100% proficiency.

Process data shows that during curriculum planning that the Earth Science content expectations will be emphasized in 6th and 7th grade.

According to great schools.net the per-pupil expenditure for Armada Schools is \$1,329 less than the state average.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP- the MEAP is administered annually

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The plan is to close the gap of achievement levels in the area of Earth Science for students without disabilities. Students identified above will make a % increase in their proficiency in the content area of Earth Science on the annual 8th grade MEAP assessment. Progress will be monitored through the use of project based learning activities.

Students that have been identified in our gap statement will show an increase in proficiency in order to close the gap as indicated above. The monitoring of student progress will be ongoing through the use of student work and assessments (formative and summative). The use of our annual 8th grade MEAP assessment in the area of Science we will periodically convene to discuss results and strategies to continue implementing the strategies listed in our

objectives below.

**Contact Name :** Justin Bigelow

**List of Objectives:**

ID	Objective
15267	The percent of non-disabled students' proficient on the MEAP increases 82% to 82.036%. 55% of students will be proficient on Earth Science items on the MEAP.

### 3.1. Objective: Earth Science

**Measurable Objective Statement to Support Goal :** The percent of non-disabled students' proficient on the MEAP increases 82% to 82.036%.

55% of students will be proficient on Earth Science items on the MEAP.

**List of Strategies:**

ID	Strategy	Locked By
15267	Staff will implement project based learning strategies to connect learning experience to real world applications in order to increase achievement on their Science MEAP scores.	
15267	Staff will incorporate technology based learning strategies to connect learning experience to real world applications in order to increase achievement on their Science MEAP scores.	

#### 3.1.1. Strategy: Project Based Learning

**Strategy Statement:** Staff will implement project based learning strategies to connect learning experience to real world applications in order to increase achievement on their Science MEAP scores.

**Selected Target Areas**

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**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
 Problems as Possibilities: Problem-Based Learning for K-16 Education 2nd Edition  
 By Linda Torp and Sara Sage

Problem Based Learning for Math and Science: Integrating Inquiry and the Internet by Diane L. Ronis

Brain/Mind Learning Principles in Action Developing Executive Functions of the Human Brain by Renate Nummela Caine, Geoffrey Caine, Carol McClintic, Karl J. Klimek

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**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At least one project based learning seminar will be made available annually so teachers can be trained in the most up to date project based learning strategies.	09/07/2010	06/03/2011	Principal will be responsible for providing the professional development opportunities and members of the leadership team are responsible for implementing these learning activities.
Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking concepts. -Teachers will use and instruct students on how to create concept maps. These will be used to organize thought/materials and for students to visualize connections between concepts.	09/07/2010	06/03/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins
Teachers will use a variety of scientific instruments, manipulatives and models while having students investigate concepts using problem based learning.	09/07/2010	06/03/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins
Teachers will provide experiences that allow students to explore new concepts through scenarios that provide students with guidance while allowing them to design and test experiments.	09/07/2010	06/03/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins
Using the directives of Problem Based Learning, students will be given real world problems that they will need to investigate, make proposals and defend their position.	09/07/2010	06/03/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins
Students will be asked to utilize the scientific method/parts of the scientific method informally multiple times a year. Each student will be asked to formally demonstrate this skill a minimum of once per year via the science fair	09/07/2010	06/07/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins
Use of open ended questions improves depth of thought, related to specific content studied. Teachers will pose open ended questions allowing for students to become involved and invested learners.	09/07/2010	06/03/2011	Karen Markey Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins

### 3.1.1.1. Activity: Professional Development

**Activity Description:** At least one project based learning seminar will be made available annually so teachers can be trained in the most up to date project based learning strategies.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal will be responsible for providing the professional development opportunities and members of the leadership team are responsible for implementing these learning activities.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	1,200.00	0.00

### 3.1.1.2. Activity: Concept Maps

**Activity Description:** Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking concepts.

-Teachers will use and instruct students on how to create concept maps. These will be used to organize thought/materials and for students to visualize connections between concepts.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey  
Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teachers will use internet sites and reference material to obtain various concept maps.	No Funds Required	0.00	0.00

**3.1.1.3. Activity: Demonstrating Scientific Concepts using a multitude of scientific equipment**

**Activity Description:** Teachers will use a variety of scientific instruments, manipulatives and models while having students investigate concepts using problem based learning.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey  
Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will use various materials	No Funds Required	0.00	0.00

**3.1.1.4. Activity: Designing of Experiments**

**Activity Description:** Teachers will provide experiences that allow students to explore new concepts through scenarios that provide students with guidance while allowing them to design and test experiments.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey  
Justin Bigelow  
Stephanie DeMarco

Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will bring in and use various materials already purchased for classroom use.	No Funds Required	0.00	0.00

**3.1.1.5. Activity: Relating knowledge to solving real life problems or situations**

**Activity Description:** Using the directives of Problem Based Learning, students will be given real world problems that they will need to investigate, make proposals and defend their position.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey  
Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will use internet to investigate real life problems.	No Funds Required	0.00	0.00

**3.1.1.6. Activity: Scientific investigations using the Scientific Method**

**Activity Description:** Students will be asked to utilize the scientific method/parts of the scientific method informally multiple times a year. Each student will be asked to formally demonstrate this skill a minimum of once per year via the science fair

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey

Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will bring in and use various materials already purchased for classroom use.	No Funds Required	0.00	0.00

**3.1.1.7. Activity: Open Ended Questions**

**Activity Description:** Use of open ended questions improves depth of thought, related to specific content studied.

Teachers will pose open ended questions allowing for students to become involved and invested learners.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey

Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Susan Hoskins

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
This is a teaching strategy and does not require materials.	No Funds Required	0.00	0.00

**3.1.2. Strategy: Technology in the classroom**

**Strategy Statement:** Staff will incorporate technology based learning strategies to connect learning experience to real world applications in order to increase achievement on their Science MEAP scores.

**Selected Target Areas**

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

**Other Required Information for Strategy**

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

Examples of Teaching and Learning with Technology (Penn State, 2007)

<http://tlt.its.psu.edu/suggestions/ArtsHumanities/>-This website has links to examples of technology use in humanities, arts, math, and science courses and discusses issues related to using various technology tools. Includes examples of using wikis, blogs, online video, and other emergent tools in the college classroom.

Scott Moore: Using Technology and Collaboration to Engage Students (2009, video)

<http://www.crlt.umich.edu/faculty/Thurnau/ThurnauVideos.php> -Scott Moore, Arthur F. Thurnau Professor of Business, discusses how he revised a course to increase student motivation and engagement using project-based learning and technology tools, such as blogs and wikis. Navigate to Prof. Moore's class website: <http://bit330f08.wikidot.com/>. Dr. Moore is Director of the BBA program at the University of Michigan's Ross School of Business.

EDUCAUSE Learning Initiative's (ELI's) 7 Things You Should Know About... Series (Educause.edu)

<http://www.educause.edu/ELI/ELIResources/7ThingsYouShouldKnowAbout/7495-The> EDUCAUSE Learning Initiative's (ELI's) 7 Things You Should Know About... series provides concise information on emerging learning technologies and related practices. Each brief focuses on a single technology or practice and describes: what it is, how it works, where it is going, and why it matters to teaching and learning. Includes over 30 briefs about tech tools such as Lecture Capture, Screencasting, Twitter, and Live Question Tool

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
-6th grade students will work in conjunction with the Clinton River Water Council to conduct water quality testing of the East Branch of Coon Creek. -Academy students will monitor the water quality of the salt water fish tank in the office.	09/07/2010	06/03/2011	Karen Markey Margaret Allemon
Students will be responsible for designing both series and parallel circuits and then be responsible for obtaining data on the Voltage, Current, and Resistance of these circuits. Students will be using technology as well as mathematical equations that link obtain these measurements.	09/07/2010	06/03/2011	Justin Bigelow Stephanie Demarco
Students will use Vernier LabQuest probes, with various sensors, and various other tools to collect data. This data will then be graphed, via Vernier data/software program, Excel and other available programs.	09/07/2010	06/03/2011	Justin Bigelow Stephanie DeMarco Margaret Allemon Susan Hoskins Karen Markey
Students will use Vernier LabQuest probes, with various sensors, and other available tools to measure quantities of pressure, temperature and precipitation.	09/07/2010	06/03/2011	Justin Bigelow Stephanie DeMarco Margaret Allemon Karen Markey
Students will use learning logs, that they may be shared out with the teacher, group or class via Blackboard journals, Google Docs, or other use of technology. This will allow students to share data or merge collected information.	09/07/2010	06/03/2011	Justin Bigelow Stephanie DeMarco Margaret Allemon Karen Markey
Students will post research findings on internet, using Google Pages or similar site.	09/07/2010	06/03/2011	Stephanie Demarco Karen Markey Margaret Allemon Justin Bigelow

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**3.1.2.1. Activity: Water Quality Testing**

**Activity Description:** -6th grade students will work in conjunction with the Clinton River Water Council to conduct water quality testing of the East Branch of Coon Creek.

-Academy students will monitor the water quality of the salt water fish tank in the office.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Karen Markey  
Margaret Allemon

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Materials have been previously purchased. Clinton River Water Shed Council supplies us with new tes	Clinton River Watershed Council	0.00	0.00

**3.1.2.2. Activity: Putting together circuits to change multiple variables and measure change**

**Activity Description:** Students will be responsible for designing both series and parallel circuits and then be responsible for obtaining data on the Voltage, Current, and Resistance of these circuits. Students will be using technology as well as mathematical equations that link obtain these measurements.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Justin Bigelow  
Stephanie Demarco

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher/students use existing materials and bring in old/broken equipment to explore.	No Funds Required	0.00	0.00

**3.1.2.3. Activity: Using technology to graph and display results in multiple multimedia format**

**Activity Description:** Students will use Vernier LabQuest probes, with various sensors, and various other tools to collect data. This data will then be graphed, via Vernier data/software program, Excel and other available programs.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Justin Bigelow  
 Stephanie DeMarco  
 Margaret Allemon  
 Susan Hoskins  
 Karen Markey

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will bring in and use various materials already purchased for classroom use, ie. Vernier La	No Funds Required	0.00	0.00

**3.1.2.4. Activity: Using different probes to measure quantities of pressure, temp., precip.**

**Activity Description:** Students will use Vernier LabQuest probes, with various sensors, and other available tools to measure quantities of pressure, temperature and precipitation.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Justin Bigelow  
 Stephanie DeMarco  
 Margaret Allemon  
 Karen Markey

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students will bring in and use various materials already purchased for classroom use, ie. Vernier La	No Funds Required	0.00	0.00

**3.1.2.5. Activity: Learning Logs including blogging**

**Activity Description:** Students will use learning logs, that they may be shared out with the teacher, group or class via Blackboard journals, Google Docs, or other use of technology. This will allow students to share data or merge collected information.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Justin Bigelow  
Stephanie DeMarco  
Margaret Allemon  
Karen Markey

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students/teachers will be using internet sites available at no charge.	No Funds Required	0.00	0.00

**3.1.2.6. Activity: Creating websites dedicated to research findings to share**

**Activity Description:** Students will post research findings on internet, using Google Pages or similar site.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Stephanie Demarco  
Karen Markey  
Margaret Allemon  
Justin Bigelow

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Students/teachers will be using internet sites available at no charge.	No Funds Required	0.00	0.00



## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$23,620.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$0.00	\$0.00

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Tina	Henderson	Parent/ PTO President	sportymumma@sbcglobal.net
Mrs.	Denise	Gregory	Parent Group Officer	t.gregory@earthlink.net
Mr.	Mike	Pfluegar	Local Business Owner	stacyandmike@live.com
Mr.	Paul	Blake	Local Business Owner	paulblake5a@yahoo.com
Mrs.	Geraldine	Asaro	Media Specialist	gasaro@armadaschools.org
Mrs.	Judy	Job	School Aide	islandhopper1919@comcast.net

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

Stakeholders were asked their input on the goals and strategies that have been entered into the plan in hopes to close the achievement gap among our students. During the implementation of the plan, stakeholders will be made aware of how the plan is progressing, if there is a need for revisions to the plan and how we are evaluating the success of the plan in relation to students performance.

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

Decisions about curriculum, instruction and assessment are made with stakeholder involvement. The school relies on student, staff, and parent surveys, as well as an analysis of the MEAP scores for the building. The principal shares information with the staff, parents, students, administrators, superintendent and board members who are involved in the process, offer suggestion and input and fund implementation.

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

Armada Middle School shares information with it's shareholders in many different ways. Not only do we have send information home via individual letters home to parents, but we also publish information on our website and in our newsletters. This is done so in a format that is easy for the general public to understand. Also, our principal is required to present school and student information annually to our Board of Education. The principal also sits in on the Parent Group Meetings and shares information with our stakeholders in this manner.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

William Zebelian

Address:

23550 Armada Center Rd. Armada, MI 48005

Telephone Number:

586-784-2500

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Our staff will need extensive training in Positive Behavior and School-wide support systems in Reading. We have recently applied to be part of the MiBLSi grant and will hopefully be implementing these initiatives in the classrooms. Our staff would also need to continue with their training in Data Director, as well as any PD relating to Math, Science and Reading.

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

The district and school has supported the school improvement initiatives that have been indentified by the stakeholders. Professional development has been provided when needed and staffing concerns, and curriculum have been addressed. Software and state of the art facilities have also been provided to enable teachers and students access to a variety of resources.

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

Our school is very fortunate to have 5 computer labs. Teachers make use of this technology as well as the visual presenters, projectors, smart board, DVDs when necessary to support the school improvement plan. Student are able to access a variety of resources on the internet for study skills and higher level thinking skills.