

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Bryant Middle School

Grades Served: 6,7,8

Principal: Mrs. Shannon Peterson

Building Code: 00432

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Bryant Middle School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	00432
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We see an educational partnership where staff, parents and members of the community practice good citizenship, model the core values, and share the responsibility of educating each student in a safe and caring environment.

We see a school where staff and faculty create a safe and caring learning environment, foster curiosity, differentiate and monitor the learning experiences for each child.

We see a school environment where every student is engaged in his/her learning, intrinsically motivated and performing at or above grade level.

We see a school where a diverse faculty and staff enthusiastically implements best practices and are recognized for our results.

We see a school where administrators foster a positive, learning environment, facilitate a cooperative relationship between students, parents and staff, set clear expectations for all and are involved in the learning process.

Mission Statement

The Bryant Middle School Community is dedicated to excellence by inspiring and challenging each member to become a life-long learner and a positive contributor to society.

Beliefs Statement

We believe all students:

Can and will learn based on their different needs, goals and learning styles.

Must have their physical and emotional needs met for optimum learning to occur.

Need active support from their family, school staff and community.

Will learn to demonstrate the core values, appreciate differences and practice good citizenship from educators, families and the community.

Need and will be provided a safe and caring learning environment.

Must have well maintained instructional facilities that support their learning needs.

Shall attend schools that have met external accreditation standards.

Goals

ID	Name	Development Status	Progress Status
903	Reading: demonstrate improvement in comprehension	Approved	Open
2607	Writing	Approved	Open
2609	Math	Approved	Open

Goal 1: Reading: demonstrate improvement in comprehension

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improved reading comprehension skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP reading test. Students with disabilities and economically disadvantaged students will demonstrate improved reading comprehension skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level on the MEAP reading test.

Gap Statement : Based on three different assessment data, our Special Education students are performing at a lower level than our students without disabilities.

Cause for Gap : 45 percent of our 7th grade students with disabilities scored proficiently on the MEAP while 86 percent of our 7th grade students without disabilities scored proficiently on the MEAP. 52% of our 8th grade students with disabilities scored proficiently on the MEAP reading test while 91% of our 8th grade students without disabilities scored proficiently on the MEAP. According to SRI testing, 22 percent of our students with disabilities are identified as reading at or above grade level and 80% percent of all 7th grade students are identified as reading at or above grade level. There is a considerable gap between the performance between our students with disabilities and our students without disabilities. DRA testing was also done for our students reading below ability level and are usually lower than SRI.

Multiple measures/sources of data you used to identify this gap in student achievement : DRA scores
MEAP reading scores
SRI scores

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will show improvement on DRA, MEAP reading or SRI test scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Contact Name : Kelly Cialone

List of Objectives:

ID	Objective
3914	Students will demonstrate improved reading comprehension skills as measured by a 3% increase in the number of students scoring at or above the proficient level on the MEAP reading test. Students with disabilities will demonstrate improved reading comprehension skills as measured by a 5% increase in the number of students scoring at or above the proficient level on the MEAP reading test.
6672	Ninety percent of the Special Education students will be scheduled into a co-taught Language Arts class.

1.1. Objective: improved comprehension

Measurable Objective Statement to Support Goal : Students will demonstrate improved reading comprehension skills as measured by a 3% increase in the number of students scoring at or above the proficient level on the MEAP reading test. Students with disabilities will demonstrate improved reading comprehension skills as measured by a 5% increase in the number of students scoring at or above the proficient level on the MEAP reading test.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
3914	All students will use QAR reading strategies in classroom reading selections as assigned by teachers.	
3914	Teachers will use graphic organizers each marking period to assist students with summarization skills.	

1.1.1. Strategy: QAR

Strategy Statement: All students will use QAR reading strategies in classroom reading selections as assigned by teachers.

Selected Target Areas

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?

Classroom Instruction that Works, Marzano - cues, questions and advanced organizers

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Review QAR at staff meeting/professional development. Review think and search and author and me questions.	09/10/2010	10/08/2010	All staff involved
Each classroom will have a QAR poster. Bookmarks will be made and passed out to advisory classes. The student planner will have a mini-version of the classroom poster in it. A PDF file of the QAR poster will also be available on the school website.	09/08/2010	09/30/2010	Shannon Peterson

1.1.1.1. Activity: Reading-QAR Review

Activity Description: Review QAR at staff meeting/professional development. Review think and search and author and me questions.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff involved

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 10/08/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TBD	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: QAR-visual aids

Activity Description: Each classroom will have a QAR poster. Bookmarks will be made and passed out to advisory classes. The student planner will have a mini-version of the classroom poster in it. A PDF file of the QAR poster will also be available on the school website.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Shannon Peterson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 09/30/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
printing costs	General Funds	50.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	The planner page is complete. Bookmarks must be copied and cut. Teachers are checking rooms and reporting whether or not they need a poster.

1.1.2. Strategy: Summarizing

Strategy Statement: Teachers will use graphic organizers each marking period to assist students with summarization skills.

Selected Target Areas

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

SAR 3.4 Supports instruction that is 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?

Classroom Instruction that Works, Marzano

Getting Acquainted with the Essential Nine, Laura Varias, ASCD

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At a staff meeting, staff members will share their favorite graphic organizer that assists students in organizing the correct information for summarizing a reading selection.	09/07/2010	11/05/2010	School Improvement Team
The School Improvement Team will collect all graphic organizers for staff to access at any time.	09/07/2010	06/10/2011	Patty Golem

1.1.2.1. Activity: Graphic Organizers for Summarizing

Activity Description: At a staff meeting, staff members will share their favorite graphic organizer that assists students in organizing the correct information for summarizing a reading selection.

Activity Type: Maintenance

Planned staff responsible for implementing activity: School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 11/05/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TBD	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.2.2. Activity: Collect Graphic Organizers

Activity Description: The School Improvement Team will collect all graphic organizers for staff to access at any time.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Patty Golem

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graphic Organizers	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Co-teaching

Measurable Objective Statement to Support Goal : Ninety percent of the Special Education students will be scheduled into a co-taught Language Arts class.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
6672	Graphic organizers and study guides will be created for the students with disabilities in all core classes. Accommodations will be given when needed.	

1.2.1. Strategy: Graphic organizers and study guides

Strategy Statement: Graphic organizers and study guides will be created for the students with disabilities in all core classes. Accommodations will be given when needed.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

Other Required Information for Strategy

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

Marzano, Pickering, Pollock: "Classroom Instruction that Works"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
During late start times and professional development, co-teaching staff will work together to create graphic organizers and study guides to help differentiate content for the students with disabilities.	09/08/2010	06/10/2011	All teachers involved in co-teaching

1.2.1.1. Activity: Collaborative time

Activity Description: During late start times and professional development, co-teaching staff will work together to create graphic organizers and study guides to help differentiate content for the students with disabilities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers involved in co-teaching

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time	No Funds Required	0.00	0.00

Goal 2: Writing

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

Student Goal Statement : All students will demonstrate improved writing skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP writing test. Students with disabilities and economically disadvantaged students will demonstrate improved writing skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level (level 4 or higher) on the MEAP writing test.

Gap Statement : Our students with disabilities are performing at a lower level than our students without disabilities.

Cause for Gap : 45 percent of our 7th grade students with disabilities scored proficiently on the 2008 writing MEAP while 91 percent of 7th grade students without disabilities scored proficiently on the writing MEAP. Fifty two percent of our 8th grade students with disabilities scored proficiently on the 2008 writing MEAP while 93% of the 8th grade students without disabilities scored proficiently on the writing MEAP. District common writing assessments have been completed but results are not yet conclusive. The trend does seem to follow the MEAP with students with disabilities performing lower.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP writing test
 District common writing assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will show improvement on the MEAP writing test and district common writing assessments.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Kelly Cialone

List of Objectives:

ID	Objective
3933	All students will demonstrate improved writing skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP writing test. Students with disabilities and economically disadvantaged students will demonstrate improved writing skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level (level 4 or higher) on the MEAP writing test.
15830	All students will demonstrate improved writing skills as measured by a 3% or greater increase in the

2.1. Objective: Writing Goal

Measurable Objective Statement to Support Goal : All students will demonstrate improved writing skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP writing test. Students with disabilities and economically disadvantaged students will demonstrate improved writing skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level (level 4 or higher) on the MEAP writing test.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
3933	All non-language arts teachers will assign and give feedback on at least one writing assignment per marking period. 6+1 trait rubric will be used to assess these writing assignments.	
3933	All language arts teachers will assign at least 1 writing prompt per marking period and evaluate using the 6+1 writing rubric designated by the school language arts department.	

2.1.1. Strategy: Writing prompts

Strategy Statement: All non-language arts teachers will assign and give feedback on at least one writing assignment per marking period. 6+1 trait rubric will be used to assess these writing assignments.

Selected Target Areas

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is 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?
Scaffolding Young Writers - Six +1

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will create writing prompts and assess using the 6+1 Writing Traits being taught in Language Arts.	09/07/2010	06/10/2011	Patti Griffin and Nancy Lessel

2.1.1.1. Activity: FCA selection

Activity Description: Staff will create writing prompts and assess using the 6+1 Writing Traits being

taught in Language Arts.

Activity Type: None

Planned staff responsible for implementing activity: Patti Griffin and Nancy Lessel

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TBD	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

2.1.2. Strategy: Writing prompts

Strategy Statement: All language arts teachers will assign at least 1 writing prompt per marking period and evaluate using the 6+1 writing rubric designated by the school language arts department.

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 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is 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?

Classroom Instruction that Works, Marzano, setting objectives and providing feedback

What Works in Schools; translating research into action, Marzano

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Language Arts teachers will work together to create writing prompts that support the development of the 6+1 Writing Traits.	09/08/2009	06/11/2010	Language Arts Teachers
Language Arts teachers will bring data from writing prompts (scores) and samples of student writing to share and evaluate using school created 6+1 rubric.	09/07/2010	06/10/2011	Patty Griffin and ELA teachers

2.1.2.1. Activity: Creating Writing Prompts

Activity Description: Language Arts teachers will work together to create writing prompts that support the development of the 6+1 Writing Traits.

Activity Type: None

Planned staff responsible for implementing activity: Language Arts Teachers

Actual staff responsible for implementing activity: Language Arts Teachers

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TBD	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/27/2009	dreed@advanc-ed.org	In Progress	Progress Status changed from Open to In Progress

2.1.2.2. Activity: Peer Review

Activity Description: Language Arts teachers will bring data from writing prompts (scores) and samples of student writing to share and evaluate using school created 6+1 rubric.

Activity Type: None

Planned staff responsible for implementing activity: Patty Griffin and ELA teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
time	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	peterss@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

2.2. Objective: Writing from knowledge and experience practice

Measurable Objective Statement to Support Goal : All students will demonstrate improved writing skills as measured by a 3% or greater increase in the

List of Strategies:

ID	Strategy	Locked By
15830	Language arts teachers will work together to create 6+1 writing prompts and assign at least 1 writing prompt per marking period. This writing will be assessed using the 6+1 rubric.	

2.2.1. Strategy: Writing from knowledge and experience practice

Strategy Statement: Language arts teachers will work together to create 6+1 writing prompts and assign at least 1 writing prompt per marking period. This writing will be assessed using the 6+1 rubric.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

Ruth Culham, "6+1 Traits of Writing: The complete guide"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA teachers will work together to create writing prompts to be utilized to practice writing from knowledge and experience.	09/08/2010	06/10/2011	Griffin and ELA staff

2.2.1.1. Activity: Collaborative time

Activity Description: ELA teachers will work together to create writing prompts to be utilized to practice writing from knowledge and experience.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Griffin and ELA staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
time	No Funds Required	0.00	0.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improved math skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test. Students with disabilities and economically disadvantaged students will demonstrate improved math skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test.

Gap Statement : Students with disabilities are performing considerably lower than students without disabilities.

Cause for Gap : 52 percent of our 7th grade students with disabilities scored proficiently on the MEAP while 90 percent of 7th grade students without disabilities scored proficiently on the MEAP. 40 percent of our 8th grade students with disabilities scored proficiently on the MEAP while 84 percent of 8th grade students without disabilities scored proficiently on the MEAP. According to district common math assessments, 12 percent of our 7th grade students with disabilities scored 70% or higher while 49 percent of our students without disabilities scored a 70% or higher. On the District Algebra Readiness Test, 4% of our 7th grade students with disabilities scored a 70% or higher, while 54% of our 7th grade students without disabilities scored a 70% or higher.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP math test
Grade level district common math assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP test
District Common Assessments

Contact Name : Jacqui Garcia

List of Objectives:

ID	Objective
3962	All students will demonstrate improved math skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test. Students with disabilities and economically disadvantaged students will demonstrate improved math skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test.

3.1. Objective: Computation and problem solving

Measurable Objective Statement to Support Goal : All students will demonstrate improved math skills as measured by a 3% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test. Students with disabilities and economically disadvantaged students will demonstrate improved math skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level on the MEAP math test.

List of Strategies:

ID	Strategy	Locked By
3962	Teachers will use data, graphs and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using data, graphs and charts.	
3962	Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills.	

3.1.1. Strategy: data, graphs and charts

Strategy Statement: Teachers will use data, graphs and charts across the curriculum. Students will have classroom activities in all content areas that deal with data, graphs and charts at least once per marking period. Students will interpret, create and solve problems using data, graphs and charts.

Selected Target Areas

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is 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?

Marzano, professional learning communities

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will bring in data, graphs and charts that represent real-life issues and use them for discussion topics in Advisory.	09/08/2010	06/10/2011	All staff

3.1.1.1. Activity: Interpreting data

Activity Description: Teachers will bring in data, graphs and charts that represent real-life issues and use them for discussion topics in Advisory.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
no funding needed	No Funds Required	0.00	0.00

3.1.2. Strategy: Daily Practice-bell work

Strategy Statement: Math teachers will use daily bell work to practice computation and/or review recently learned concepts and skills.

Selected Target Areas

SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

Classroom Instruction that Works - Marzano, homework and daily practice

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math teachers will look at the MEAP item analysis and the District Common Math Assessment results to identify the computation skills that are needed to be retaught, reviewed and practiced at each grade level. This information will be used for the bell work. Periodically throughout each marking period, math teachers will look at class test data to determine when skills need to be reviewed and/or practiced to enhance learning.	09/08/2009	06/11/2010	Carol Morga and math teachers

3.1.2.1. Activity: Identifying basic computation skills

Activity Description: Math teachers will look at the MEAP item analysis and the District Common Math Assessment results to identify the computation skills that are needed to be retaught, reviewed and practiced at each grade level. This information will be used for the bell work. Periodically throughout each marking period, math teachers will look at class test data to determine when skills need to be reviewed and/or practiced to enhance learning.

Activity Type: None

Planned staff responsible for implementing activity: Carol Morga and math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$50.00	\$0.00
No Funds Required	\$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.	Patricia	Golem	Teacher	golemp@dearborn.k12.mi.us
Mrs.	Cathy	Peck	Teacher	peckc@dearborn.k12.mi.us
Mr.	Richard	Pierce	Teacher	piercer@dearborn.k12.mi.us
Mrs.	Shelley	Dzingle	Office Manager	dzingls@dearborn.k12.mi.us
Mrs.	Wendy	Balaka	Parent	wbalaka@comcast.net
Mrs.	Shannon	Peterson	Principal	peterss@dearborn.k12.mi.us
Mr.	Daniel	Hartley	Assistant Principal	hartled@dearborn.k12.mi.us
Mrs.	Leigh	Tunstall	Teacher	tunstal@dearborn.k12.mi.us

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

The School Improvement Team meets monthly to discuss progress toward our goals. Co-chairpersons, Jacqui Garcia and Patti Golem, lead the discussion. Data is presented to the staff and reviewed throughout the year. Activities are reviewed, added and deleted as needed. The entire staff is involved in the selection of strategies to maximize commitment and effort toward the school improvement process.

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

Curriculum decisions are District based and implemented at the building. Data and results are brought to the stakeholders. Strategies and activities are researched and determined through consensus. Professional development activities are identified by staff and a calendar of activities is created. Each marking period, staff members turn in a checklist and sample student work. Time at staff meetings/team meetings is utilized to review work and determine ways to improve.

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

Data is summarized and presented in the most "user friendly" way possible. Discussion regarding student data and information is framed so that we are focused on the goals and objectives. Stakeholders identify areas of weakness and improvement to determine if strategies are effective or if change is needed. Strategies are shared with the school community through use of the student planner, school website and written communication.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

Principal

Address:

460 N. Vernon

Telephone Number:

3138272900

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?

Staff meetings are used to analyze data, assess need and collaborate for the purpose of seeking solutions. Professional development activities are identified and scheduled as needed. The strategies that will be used school-wide are shared with parents and students via the student planner, web site and meetings. The School Improvement Committee continually meets to assess needs and planning purposes.

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

Bryant Middle School has limited resources. Intervention classes have been established and students identified as below grade level are placed in the area of greatest need. A grant allowed for homework assistance two days a week. Student learning is the most important filter for determining allocation of fiscal resources.

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

Bryant Middle School has 5 laptop carts (one donated by the PTSA this year), five Promethean boards, several data projectors, and computers in the library. The laptop carts are used on a daily basis in the classroom. An effort is being made to obtain funds for two more Promethean boards so that each math class has the benefit of this tool. Lexile testing is computer based too. For the 09-10 school year, 10 additional computers will be placed in a Special Education classroom for use by our special education students. Successmaker is being installed on the Special Education computers to assist in accelerating student achievement.