

District **SAGINAW PUBLIC SCHOOLS**

Building **WILLIE E. THOMPSON MIDDLE SCHOOL** Timeframe **2009 - 2012**

Three - Five Year School Improvement Plan Template VERSION #3

X Building Plan
or
? Public School Academy Plan
(Please check one)

This plan template is designed to meet the requirements of PA 25 and School-Wide Title I programs in one plan document.

Mit Foley

Building Principal's Signature

Janice Moore

School Improvement Chairperson's Signature

Sybil Lenzi

School-Wide Facilitator

May 29, 2009

Date Completed

January 2009

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SCHOOL IMPROVEMENT PLAN

Part I. Mission Statement, Shared Vision, Belief Statements

State the school's mission. OPTIONAL: Provide the shared Vision & Beliefs that support your mission.

The Thompson Middle School staff will provide a comprehensive education to all students. The staff will provide for students' social and intellectual needs as well as their interests and special talents. Success will be monitored through input and feedback from students, parents, and the staff of the high schools our students attend.

Part II. Building Level Decision Making:

A. Describe the Building Decision-Making Process:

Bi-Monthly meetings are held at which School Quality Team members are involved in the organizing, planning, action, and implementation of not only the School Quality Plan, but also other considerations to be presented to the school staff for their information and action. All staff members are encouraged to attend School Quality Team meetings and to be a member of the team. Our decisions are team-oriented and voted on using consensus whenever possible. Whenever consensus is not an option, we employ 50% + 1 as a majority vote.

B. Identify Stakeholders (Name & Position)

Bldg/Program Administrator(s)	Teacher(s)	Other School Employee(s)	Pupil(s)	Parent(s) of Pupil(s)	Other Resident(s)
<p>Mit Foley – Principal</p> <p>Dan DeCuf – Assist. Principal</p> <p>Rosemary Martineau – Assist. Principal</p> <p>Board Members:</p> <p>Ronald Spess- Pres</p> <p>Norman Braddock</p> <p>Beverly Yanca</p> <p>Delaney-Spates</p> <p>Jean Burks</p> <p>James Woolfolk</p>	<p>Adams, Edith</p> <p>Andres, Mary</p> <p>Blizzard, Hanan</p> <p>Bockelman, Constance</p> <p>Broadus, Gloria</p> <p>Buford, Guy</p> <p>Charbeneau, Emma</p> <p>Clark, Elizabeth</p> <p>Crevia, Debra</p> <p>Dowling, Ilene</p> <p>Escamilla, Tony</p> <p>Espinoza, Laura</p> <p>Gagnon, Jane</p> <p>Garcia, Angelica</p> <p>Gonzales, Daniel</p> <p>Goodell, Vicki</p> <p>Hart, Joyce</p> <p>Hawkin, Lindsay</p> <p>Hartl, Kris</p> <p>Herbst, Sandra</p> <p>Hopkins, Bonnie</p> <p>Houston-Gaiater, Deborah</p> <p>Isotalo, Margaret</p> <p>LaPorte, Jason</p> <p>Leveto, Judy</p> <p>Liss, Laura</p> <p>Little, Joshua</p> <p>MacArthur, Catherine</p> <p>Main-Petelka, Shannon</p> <p>Makrianis, James</p> <p>Malotka, Cathy</p> <p>McGregor, Jenny</p> <p>Ostrem, Darlene</p> <p>Parker, Jo Ann</p> <p>Reeves, Marilyn</p> <p>Rhodus, Lisa</p> <p>Rodarte, Sylvia</p> <p>Rumsey, Peter</p> <p>Schulz, Kathleen</p> <p>Sellers, Thomas</p> <p>Sheffer, Ron</p> <p>Smith, Glenn</p> <p>Stewart, Julie</p> <p>Stratton, Pat</p> <p>Thomas, Hazell</p> <p>Turner, Sherie</p> <p>Ward, Dave</p> <p>Weber, Kristi (con'd) →</p>	<p>Hernandez, Venancia</p> <p>Tindall, Diana</p> <p>Collins, Cate</p> <p>Harrell, Felesha</p> <p>Livingston, DeLeon, Bobby</p> <p>Estrada, Arron</p> <p>Richardson, Trina</p> <p>Townsel, Cedric</p> <p>Cepeda, Lupe</p> <p>Garza, Guillermo</p> <p>Staples, JAnice</p> <p>Walton, Mary</p> <p>Williams, Elise</p> <p>Buitron, Adam</p> <p>Carelli, Mark</p> <p>Hansen, Bill</p> <p>Petty, Mark</p> <p>Sanchez, Henry</p> <p>Kettner, Diane</p> <p>Wenzell, Karen</p> <p>Wilson, Bridget</p> <p>Woolfolk, Carole</p> <p>Zastrow, Noreen</p>	<p>Student Council Members</p>	<p>Parent Group Officers</p> <p>Livingston, Helen</p> <p>Harrell, Felesha</p> <p>Patterson, Dia</p>	

C. Describe efforts to include input from any stakeholder groups, which are not standing members of the decision-making body:

Although the Saginaw Public School's Board members do not sit on the committee, they provide input in the following ways: Board members attend Thompson Middle School events such as open house, student-led conferences, Family Fun Night, and orientation meetings. School newsletters, school marquee, email, and letters mailed to homes are other forms of communication that are regularly used. Our staff occasionally shares at School Board meetings and special sessions.

Introduction: To give the reviewer a better understanding of Thompson Middle School that opened its doors in September 2008, this introduction is being included in this report.

As part of the Saginaw Public Schools bond restructuring plan to right-size the school district by consolidating, building, and remodeling buildings, Thompson Middle School was planned and built to replace the two west-side Saginaw middle schools, North Middle School and South Middle School. In June 2006, North Middle School went offline and the expectation was that students in the 6th and 7th grades would then move to South Middle the following fall along with the elementary feeder school population in 6th grade. Not all students from North went to South; some left for another district school closer to their home, some to Schools of Choice in a nearby district, however over half the students came to South. Some staff was relocated to South Middle School or other locations for the 2006-08 school years while waiting the construction and completion of the Thompson Middle School. With the closing of South, all staff were placed on involuntary transfer. Laying off district staff with low seniority was done to give open slots for any teachers displaced from North as well as other district buildings going off-line.

In the fall of the 2008-09 school year, with the opening of Thompson, staff was again relocated from other schools that were going off line or experiencing staff reduction due to enrollment decreases. While staffing is based on seniority, certified, and highly qualified, it does not always particularly align the grade level and the content taught at that level, therefore, some of our teachers came from early or upper elementary positions and others from middle school positions that had been reduced at other buildings. These changes necessitated curriculum study, professional development on best practices, and age-appropriate strategies along with teaming and other middle school practices. All of this takes time to bring together cohesive teams.

The students that make up Thompson: the projected enrollment was 825; however, 943 students appeared on the first count. The numbers inflated due to the return of students to the district in the Thompson resident area, district open enrollment, and Schools of Choice. With the increased numbers over the projected student population, additional teachers were brought in and reorganization of the grade-level teams at 6th grade took place. Classes at the 7th and 8th grade were over contract size for the first few weeks but balanced to contract size in most cases.

Prior to the past three years' data that are normally reviewed, there have been factors that affect Thompson Middle School's examination of data:

Former South students were automatically Thompson students with the school's number 03532 transferring to Thompson. If the students transferred to TMS, the assessment scores came with them in the student database. The majority of our students had assessment scores that could be used to determine needs but some students we found hard to identify MEAP, ITBS, and other assessment scores if they were out of our district or state for a time period and other assessments had to be utilized, such as Scholastic Reading Inventory (SRI) and marking period grades, until CA 60's (if they had one) came in with further information.

This year we will be establishing baseline data for Thompson as its own school, as well as using existing longitudinal data.

Part III. Comprehensive Needs Assessment

A. Describe how the Needs Assessment was conducted (Who, What, When, How, etc):

Needs Assessments are conducted in our building in various ways:

Yearly:

Through Professional Learning Communities (PLC's) made up of content area departments, the staff conducted a study of the data from the previous year (where possible) to determine the direction of instructional planning, parental involvement, stability, and safety of our school. Sub-group performance and programs are evaluated and changed based of the findings. The data analyzed includes the following:

Marking Periods:

Teams of teachers, grade levels, and whole staff look at the performance of students as measured against the content standards for that marking period. Eighth grade has Algebra tests, (called testlets in future reference) that measure individual marking period progress based on the pacing guide. Grade levels in all content areas as well as with the district subject area coordinators make adjustments and hold discussions about student progress on the Grade Level Content Expectations (GLCE's).

All testing listed below will continue with the addition of writing portfolios for all four content areas and the 6-Traits Writing rubric for assessing writing.

MEAP ASSESSMENT

- October 14-30, 2008
- Grade 6 Social Studies, ELA, and Math
- Grade 7 ELA and Math
- Grade 8 Science, ELA, and Math

Tests are administered to all students by classroom teachers

IOWA TEST OF BASIC SKILLS

- April 2008 (Next scheduled for April 2010)
- Grades 6, 7, and 8
- Alls subjects (Math, Science, Reading, and Social Studies)

B. Include information from the 4 measures of data:

- **Student Achievement Data**

- **What was examined:**

Thompson Middle School's Comprehensive MEAP data, Demographic MEAP data, and Item Analysis of MEAP data.

- **What did the data reveal?**

MEAP score indicate that the students at Thompson show:

Reading Strengths:

- Reading in grades 6-8, regular students performing at levels 1 and 2 at, or above, state targets
- Writing in grades 7 and 8 regular education students performing at levels 1 and 2 at, or above, state targets

Weaknesses:

- Thompson's scores indicate that 6th grade students need to improve in writing in regular and special education.
- All special education students in grades 6-8 need to be supported in the area of reading and writing.

In the area of Mathematics, MEAP scores indicate

Math Strengths:

- Grades 6 and 7 in regular education are performing at levels 1 and 2 at, or above, state targets

Weaknesses:

- MEAP scores also indicate that 8th grade regular education students and grades 6-8 special education students are not performing at state target levels.

Examining the results of the 6th grade **Social Studies** and 8th grade **Science** MEAP tests show students student scores declining in the category of "All Students."
(Appendices pg 38, MEAP Comparison)

- **Program/Process Data**

- **What was examined:**

ED YES! Document			
STRAND1: TEACHING FOR LEARNING	STD 2: INSTRUCTION	BMK A: PLANNING	Key Char: Developmental Appropriateness
STRAND1: TEACHING FOR LEARNING	STD 2: INSTRUCTION	BMK B: DELIVERY	Key Char: Student Engagement
STRAND2: LEADERSHIP	STD 2: SHARED LEADERSHIP	BMK A: SCHOOL CLIMATE	Key Char: Collaborative Decision-Making
STRAND3: PERS AND PROF LEARNING	STD 1: PERS. QUALIFICATIONS	BMK B: SKILLS,KNOWLEDGE,DISPOSITION	Key Char: Communication
STRAND3: PERS AND PROF LEARNING	STD2: PROF LEARNING	BMK C: ALIGNMENT	Key Char: Job-Embedded
STRAND3: PERS AND PROF LEARNING	STD2: PROF LEARNING	BMK C: ALIGNMENT	Key Char: Results Driven

Pacing Guides, GLCE's, AYP and School Report Card

o **What did the data reveal?**

Focusing on ED Yes!

Key Characteristics (Strand 1) Developmentally Appropriate and Student Engagement: indicates that all teachers need to be using DI (Differentiated Instruction) strategies in developing lessons that allow students active learning opportunities, and application of real-world context in curricular concepts. Most staff have had training but it may have been with another grade level or subject and we need to provide time to share what works.

Key Characteristic (Strand 2) Collaborative Decision-Making: Not all staff are as actively involved in the school improvement process and contribute to the decisions made about instruction and the communication of those decisions to stakeholders.

Key Characteristics (Strand 3) Communication, Job-Embedded, and Results-Driven: We need to improve the frequency of our communication via school web site that needs to be better developed. Both parents and staff perception data indicated communication effectiveness and frequency was a concern. Job-embedded and results-driven: professional development that is directly connected to the content, teaching strategies and best practices needs to be a focus. Close examination of our professional development initiatives should result in changes in classroom practice, implementing curriculum/instruction, and meeting the needs of students. Programs and processes are not being implemented consistently across the grade level content areas, which may be due to the newly configured staff at Thompson Middle School as indicated in the introduction.

The school Report Card for 2008 (South Middle School) has a composite grade of "D".

The school's AYP status indicates Thompson M.S. did not make AYP and is in Phase 2 due to the second consecutive year of the subgroup, students with disabilities not meeting AYP. All other groups met and/or exceeded the state objectives. The focus will be the subgroup with disabilities and at the same time maintaining the efforts on the other groups of students through continued professional development to bring all of our staff to the same level of training and expertise in their teaching.

Needs are: professional development, additional grade level content meetings, teachers mentoring fellow teachers intensive intervention strategies for students with disabilities.

• **Student/ Teacher/Parent Perceptions Data**

o **What was examined:**

Parent Survey/ Student Survey/Teacher/Staff

A survey was given to all stakeholders (listed above) of Thompson Middle School in the second semester 2009. It was given at this time because Thompson is a brand new school and it was felt that the stakeholders needed appropriate time to become familiar with the building and each other before answering questions about it. (See survey information in the appendix). There were four major parts to the survey:

1. How well is Thompson preparing students to be life-long learners and suggestions for improvement.
2. Building climate and suggestions for improvement. (Choice of 5 options to improve climate were given as well as write-in component.)
3. Concerns about the school.
4. What each stakeholder felt they could do to help the learning process. This information was used to make the future Thompson Parent/Student/Teacher Compact.

(Appendices pg.39-41)

o **What did the data reveal?**

A majority of all groups surveyed felt Thompson is doing a good job: Parents - 86%, Students – 68%, Teachers – 63%. To better prepare students: parents and teachers indicated working technology and better student behavior. (Students did not choose to respond.)

Building Climate: The majority of Teachers (55%)/ Students (66%) /Staff (50%) indicated school climate is "OK." Parents were not asked this question but will be in the future.

Concerns: All stakeholders found behavior, respect and rules to be in their top concerns. Teachers were also concerned with communication between the adults in the building. Parents were concerned with teachers and administrators communicating with them about their students. They were also concerned with the academic standards in the building. Students were concerned about the dress code and not being allowed to have cell phones and other electronic devices. Other staff members' concerns centered around motivational, self-esteem and ownership issues found among the students. A goal will be added to address the climate, academic expectations, and the behavior. Research will have to be done with parents, staff, and administration to determine best program delivery.

Stakeholders and the Learning Process: This information is being used to develop the future compact along with samples of Parent/Teacher/Student Compacts.

- **Demographic/School Profile Data**

- **What was examined:**

Group	2008-09 (Fall Count 948)
Economically Disadvantaged	832 - 87.1%
Students with Disabilities	112 - 23.0%
Limited English Proficient	- 6.5%
Gender	
Female	445 - 47%
Male	503 - 53%
Ethnicity	
Asian/Pacific Islander	3 - > 1%
Black	589 - 61%
Hispanic	162 - 17%
Indian/Alaskan Native	2 - >1%
White	198 - 21%
Multi-Racial	1 - > 1%
Mobility Rate	Cannot be determined at this time for the new population of Thompson

- **What did the data reveal?**

The combination of North with South Middle Schools two years ago brought together an increased number of students at one school and changed the demographics of South Middle. One year later, the movement of South to the new Thompson Middle School combined many open enrollment students from within the district and Schools of Choice from neighboring districts, as well as bringing back students that had left the district. A total population of 948 students were in the first count on September 24, 2008. The data shows that 87.1% of our population is economically disadvantaged, students with disabilities account for 23% of the population, and our Limited English Proficient (Hispanic group) is only 6.5%, while the Hispanic group as a whole account for 17% of the total population. The largest ethnic population is African American (61%) followed by White (21%), Hispanic (17%), and less than 1% Asian /Pacific Islander and Native American. Males outnumber females by less than 9% total and all ethnic categories.

With the high number of economically disadvantaged students at Thompson it is essential for teachers to understand these students and be able to accommodate the instructional needs they have, and know how to deal with the individual problems the students may have.

D. Changes Considered Based on Needs Assessment Findings:

<i>Changes to Curriculum</i>
Changes to the curriculum at Thompson cannot be made due to the Michigan Curriculum Frameworks, the Grade Level Content Expectations (GLCEs), and district pacing guides. The Thompson master schedule reflects electives that support the need for student achievement in core areas. Compensatory Education and Special Education classes in Reading, Writing, and Math support students not meeting State Standards.
<i>Changes to Instruction</i>
The continuation of the Title 1 grant would allow the new Thompson Middle School to provide, and further expand, the opportunities for intervention to special education in Reading and Math (Read 180, System 44 and FASTT MATH software by Scholastic); Structured Tutorials offered to students would expand and provide increased achievement.
<i>Changes to Programs & Services</i>
More time is needed for professional learning communities to bring focus to all regular and special education staff in content delivery with best practices, differentiated instruction, Thinking Maps, technology, and examination of student work. The district is working through core content areas with Subject Area Coordinators and teachers to develop common assessments aligned with GLEC's and pacing guides to assess progress by marking period.
<i>Changes to Policies, Practices, Procedures</i>
Use of best practices, Thinking Maps, and Differentiated Instruction on a consistent basis across the grade levels. Title 1/31A and Special education students will utilize Scholastic Fastt Math to supplement math instruction and Scholastic Read 180 and System 44 (for lowest level students) to supplement reading and writing to increase achievement.
<i>Areas to Research Further</i>
Writing Portfolio product evaluation and examination of student work. Technology training for Smart boards to enhance student engagement. Development of common assessments for all core areas. Kagan Cooperative Learning strategies Framework for Understanding Poverty

E. Priority Areas of Need to Create Goals:

The performance in reading and writing is linking to science and social studies. Research the best means and methods to increase student vocabulary in math, reading, science and social studies; integration of technology to allow active learning opportunities for increased comprehension and student engagement in content areas. Perception data indicated areas of concern that Thompson M.S. will begin to address in steps (Goal #5) the remainder of this year and before school year 2009-10. Due to cut backs staffing will change at Thompson again this year.

Part IV. Parent Involvement:

A. Describe how parents are informed of individual student academic assessment results for their child (in a language that they can understand) and how the results are interpreted for them.

Parents are involved in their child's education in a variety of ways. All parents and community members are given the Annual Report with our MEAP scores broken down to content areas and sub-groups, however the scores are of a slightly different population due to Thompson's new school status. During fall orientations and then "Back to School Night" (Curriculum Night) on MEAP parent reports given in the March Student-Led conferences, SRI scores, grade level assessments in content areas, progress reports every 3 weeks, and report cards markings every 6 weeks are shared with parents. Student-Led Conferences are scheduled twice a year for students to inform their parents of their progress in a format of student work samples as well as academic reports from MEAP and report cards. **(See Appendices pg 43-44)**

B. Describe how parents are involved in the design, implementation and evaluation of the school-wide plan.

Parents have been surveyed about the programs and perceptions of the school. Monthly meetings of the Parent Group are held where the principal gives a "state of the school" type report and asks questions of parents who attend. Input and suggestions are made through this governing body of parents and opportunities for all parents and community members are given throughout the year through workshops, informational meetings, and surveys. The building plan is open to parents for review at any time and a copy is kept in the office.

C. Provide a description of the Parent Involvement Policy for the district and how it is carried out and supported at the school level as a school level policy. *INCLUDE A COPY OF THE PARENT INVOLVEMENT POLICY UNDER "APPENDICES".*

Pursuant to Senate Bill 307, Section 1294 of Act 107 of Public Acts 2004. The Saginaw Board of Education strongly encourage and welcome the involvement of parents/guardians in the District's educational programs. The board recognizes and appreciates that parents/guardians are the "first teachers" of their children and that their interest and involvement in the education of their children should not diminish once their children enter the schools of the District.

The School District of the City of Saginaw, its teachers, and staff members strive to provide the highest level of education for its students. The district recognizes that this goal is not attainable without the support and input from the parents and community members of Saginaw. With the idea of establishing a collaborative learning environment, we have created a list of suggestions for parents that we feel will best serve their children's educational needs. Per Section 1118(NCLB), the district has each building set aside 1% of Title IA money for parent involvement. Training, information, data, and pacing guides with GLCES are presented through parent meetings and activities. (See Thompson Parent Involvement Policy in **Appendices 45-46**) Meetings have flexible schedules to meet the needs of our families.

D. Describe how parent involvement will be evaluated by the school AND how the results will be used to improve the school-wide program.

School-wide surveys will be administered annually and results analyzed by the:

of surveys returned

of parents attending planning meeting/Thompson Parent Meetings

of parents attending workshops/forums

The stakeholders will survey and tally results of surveys to identify strengths and weaknesses for parent involvement 3 times per year and adjust the methods accordingly. An interest survey will be given in the beginning of the school year and at the end to discover what areas of interest or concern still exist.

We are currently working on home/ school communication as outlined in needs from EDYES!

E. Describe how the school carries out the required activities of NCLB Section 1118.

An informal parent/student/teacher compact was introduced to parents at fall 2008 orientation for the new Thompson Middle School. Through the course of the year we have been putting together the compact, specific to Thompson, to be utilized next year. Its aim will be to support a commitment on the part of the school, each student and parent to build partnerships of scholastic achievement and citizenship together as the School-wide plan is implemented. Meetings are held to inform parents of state curriculum requirements and parenting information; provide family activities, monthly parent meetings for communication to keep parents involved between home and school. (See Epstein Model Goals in **Appendices 49-52**)

F. Describe how the use of the Parent Compact addresses all students, their parents and teachers in building a true partnership between home and school. INCLUDE A COPY OF THE COMPACT UNDER "APPENDICES".

During the 2008-2009 school year Thompson Middle School chose to use the district Compact. This was given to parents during the opening orientation. We realize this is not the best method, but since the school was new this year we wanted all stakeholders to be involved in the process of developing our own. We felt that this would mean time for parents, students and staff to become familiar with the building and the procedures. We also thought that when we made this compact there could be unique responsibilities because of the set up of the building. We feel that as this year comes to completion, all stakeholders have a clear vision of their roles and can accurately represent the needs and responsibilities of each group. Our new compact has been developed and will be in use fall of 2009 as we begin the school year. (see new compact in **Appendices 46-48**)

G. Explain how and when the Parent Compact is created, shared and evaluated (Who, What, When, How, Where...etc).

During the spring, all three groups were surveyed to find their perception of the data. On each of the survey's asked each group what they felt their group could do to ensure the success of students. All suggestions were then recorded. Student government looked at the student suggestions and ranked them. The top 11 suggestions were recorded on the compact. The parent group did a similar process with the parental suggestions. The School Quality team completed the process with the teacher suggestions. This was then brought back to the staff for approval because the staff portion is not a checklist but a list of things the staff will do for students.

Part V. Curriculum Development and Alignment

Based upon the analysis of the Comprehensive Needs Assessment, determine IF curriculum changes are needed to attain your goals. If not, describe how the Curriculum is reviewed, enriched and kept current.

If you are Title I identified for improvement, you must revise your plan indicating how you plan to improve student achievement in the areas identified for improvement by your AYP report.

A. Describe the process you have in place to review and revise curriculum.

The state of Michigan creates standards and benchmarks. Our curriculum is aligned with the State standards. The district develops pacing guides that teachers use to drive the sequence of GLCE's throughout the year. As the teachers assess the progress of the students, they determine which GLCE's need re-teaching.

Beginning in the fall MEAP data and available Iowa Test of Basic Skills (ITBS) scores are reviewed for areas of need to target for more intensive instruction. Scholastic Reading Inventory (SRI) is done in all Language Arts classes to assess reading levels and comprehension.

This year we have writing portfolios in all content areas to address increased need for writing proficiency. **(Appendices 53-55)**

B. Include a timeline for this curriculum review

Annually the current MEAP scores are reviewed and discussed by the entire faculty. This is done when the MEAP scores are available and then again in the fall when enrollment has been completed. The annual School Quality Plan is designed based on the most serious needs in the areas of English Language Arts and Mathematics, most of which are identified by the MEAP scores. As the school year progresses marking period grades indicate areas that may need re-teaching and instructional changes.

C. Explain how the school provides an accelerated and enriched curriculum for select students with plans in place to move toward all students (moving from Targeted Assistance to Schoolwide).

At Thompson Middle School student scores on MEAP and marking period/semester grades are looked at both the district and building level for areas of need both by groups and individual students. Students that score below state standards (levels 3 and 4) are identified for "strategic" classes in reading and math. Students that come without MEAP scores but transcripts indicate poor academic achievement will receive support in non-compensatory education classes but focus on enriching their content knowledge in the subject area. Compensatory education for 6th, 7th, and 8th grade students in reading and math include Scholastic Read 180 (Technology-based) and Algebraic Thinking; structured tutorials are offered to students in an after school setting.

D. On the Job Learning: *Describe ways you have made available in as many fields as practicable, opportunities for structured on-the-job learning such as apprenticeships & internships, combined with classroom instruction. Career Awareness is a consideration when planning for elementary school grades.*

Students at Thompson are introduced by counselors to The Career Pathways program, 6th through 8th grade. Counselors go into the classroom to teach lessons that promote career awareness and job skills. In the seventh grade students are introduced to Career Cruising, an online program that takes them through preliminary career searches. In the eighth grade students do their 20 hour online course, Career Quest and this aligns with the Language Arts writing requirement of an I-Search paper.

Within the building, opportunities for on-the-job learning are somewhat limited to students in YES Club (Young Educators Society) who are involved in assisting classroom teachers in various ways and job-shadowing them throughout the year in the 8th grade. National Junior Honor Society members also take part in transition activities for incoming 5th graders.

E. TECHNOLOGY: *Describe the methods for using technology as a way of improving learning and delivery of services, and for integration of evolving technology into the curriculum.*

Students at all three grade levels at Thompson have access to the three computer labs. In addition, laptop carts are available one-to-one at the sixth grade and two carts per team (2 teams per grade) at the seventh and eighth grades. These are used for research, writing, online classes, and specific district software programs.

Smart boards and projectors have been installed in every classroom but due to district cutbacks, it is taking longer for them to be connected. Those teachers with sufficient training are using Smart Boards that are in operation. Part of our request for professional development this year is the training for all teachers in the use of the technology in our building and any new district software programs.

Document cameras have been purchased and are being used for not only instruction in the classroom, but also by teachers who can examine and discuss student work in learning communities.

The district and school has purchased software to support strategic classes (Title I/31A) in reading, Scholastic Read 180. We are requesting the purchase of math software, Scholastic Fastt Math, which will be used particularly for students not meeting state standards and our students with disabilities.

Part VI. Assessment

- A. *Describe how the school has developed alternative measures of assessment to provide authentic assessment of pupil achievements, skills and competencies (indicate GRADE LEVELS, Content Areas, etc.). **Expanded Element (PSA's):** Assessment for Title I A, C & D must identify students who are failing, or at risk of failing, State Content Standards.*

Thompson M.S. follows the district requirements for a writing portfolio at every grade level. Products from each core content area are collected on a semester basis and scored using rubrics from Write Source (pg. 767-755 teacher's manual). Our building uses Scholastic Read 180 for Reading intervention and in the fall all students are given the Scholastic Reading Inventory (SRI) through ELA classes, to inform all teachers of the reading levels of their students for planning and instructional purposes. In the Strategic classes (Title I/31A students) Read 180 is used for reading intervention, Strategic Math uses Algebraic Thinking (6th – 8th Gr) students are constantly monitored for progress. This year Algebra Testlets (8th grade) have been developed to chart progress each marking period until the end of the second semester to determine readiness for high school Algebra and make appropriate plans at the high school for these in-coming 9th grade students. Classroom assessments (Textbook/Teacher made) are used to chart progress along, with pacing guides, to determine areas of need to be addressed through re-teaching and/or supported through structured tutoring as the first tier of intervention.

- B. *Describe the role of teachers in:*

i. The creation/development of assessments

District level lead teachers from each building created the writing product requirements for the writing portfolios. Compensatory Education teachers will administer the appropriate assessments and reports for reading and math. Teachers will create/utilize classroom assessments in alignment with the pacing guides (GLCE's) for each marking period to evaluate student achievement.

ii. Teacher participation in decision-making regarding the USE of assessments

A lead teacher in each core content area represents our building during the decision-making process at the district level through what is called the Lead Network. A district Lead teacher reports in building level department meetings, disseminates information on curriculum and informs our staff decision-making. Content area teachers develop classroom assessments based on pacing guide/benchmark attainment. Our teachers are working to produce common assessments for content units.

iii. Teacher participation in student achievement data analysis to improve the achievement of all students

Thompson Middle School staff will analyze MEAP and ITBS scores (when available) to drive the instruction to improve the achievement of all students. Compensatory Education teachers analyze test data and reports to determine areas that need re-teaching or further intervention. Classroom teachers/ teams/departments meet to examine student work and pacing guide progress to inform and adjust instruction.

Part VII. Plan Development

A. Coordination/Integration of Federal, State & Local Programs and Resources: *Use the table below to list the State and Federal and Local programs and resources that will be consolidated into the Schoolwide program. Indicate how the resources will be used to implement the Schoolwide Components.*

Resource	Type of Support	Component Supported	Description of Support Provided
Title I, Part A	<p>ELA Support teachers Math Support teachers Structured Tutorials</p> <p>Read 180</p> <p>Professional Development</p>	<p>Timely Additional Assistance Timely Additional Assistance Timely Additional Assistance</p> <p>Timely Additional Assistance</p> <p>Professional Development Highly Qualified Teachers</p>	<p>Provide intervention and supplemental instruction in ELA Provide intervention and supplemental instruction in Math Provide intervention and supplemental instruction in Reading, Writing, and Math in extended day sessions. Intervention software license for Reading achievement</p> <p>Monthly Inservice for ELA and Math support teachers Core Content Area conferences for teachers and administrators Making Middle Grades Work (MMGW) Improvement strategies</p>
Title II, Part A Saginaw Public Schools Saginaw ISD	Professional Development Coaches for Math/ELA through MMGW	Professional Development	<p>Differentiated Instruction (ASCD) Teacher Evaluation Training for Administration (Tomlinson) Data4 Student Success (Data4SS) MMGW – Leadership Team /Administration</p>
Title II, Part D	Technology Equipment	Integration of Programs	<p>Data projectors and Smart boards Document Camera/Cart Laptops and Carts Earphones for Computer Labs (Reading) Calculators</p>
Section 31a At-Risk	<p>Home School Aide (1.0) 2 Counselors (.5 ea)</p> <p>Social Worker (1.0)</p>	Additional Assistance	Attendance Monitoring utilizing the Skyward Database
21 st Century Program	HQ Support Teachers	<p>Integration of Programs Additional Assistance</p>	Extended Day – Instructional/Recreational Support for At-Risk students
Safe and Drug-Free Schools (District Parent Resouce Center)	Information dissemination	Additional Assistance	Provides speakers on health issues, drugs, etc.

Coordination of Resources:

The Saginaw Public Schools and Thompson Middle School build and utilize partnerships with many community entities. These include:

Saginaw Kiawanas Club – provides incentives for students to increase achievement through awards for Most Improved Student (Boy and Girl) of the Year

Saginaw Valley State University – education students doing fieldwork, student teachers, Regional Math and Science Center, (Educational Kits/Support) Saginaw Bay Writing Project

Parent Involvement Policy and plan utilizing Epstein Model. Monthly Parent Group meetings

Dow Event Center – Spirit Hockey tickets given to the school as reward incentives for attendance, citizenship, academic achievement.

Saginaw News – Newspapers in Education, Reading and Writing activities

Dow Chemical – Presentations and Speakers for Career Day, classroom units

Saginaw County Mosquito Abatement Program – science education

Bay City State Park Recreation Center – science education (Ecosystems)

Saginaw Fire Department – displays/ presentations on safety

Walmart / Meijer – monetary donations for parent involvement activities (Thanksgiving/Christmas food baskets)

Role of adult and community education, libraries, and community colleges in the learning community: *Describe resources available that relate to the goals and design strategies for planned resources.*

Saginaw Valley State University – education student volunteers (TE 100), student teachers, Regional Math and Science Center, (Educational Kits/Support)

Saginaw Fire Department – displays/presentations on safety for parents and classroom projects

Delta College – Possible Dream, ALSAME Conference (Hispanic Outreach)

Saginaw Valley State University – Hispanic Outreach

NOTE: *These resources may appear again in the GOAL pages under “Funding Sources” or “Support Sources”*

PART VII. PLAN DEVELOPMENT

B. School Improvement Goal Action Plans & Related Professional Development

<p>Cite data sources used to determine needs:</p> <p>Data sources used were MEAP, Ed.YES!, and School Report Card.</p>		<p>GOAL OBJECTIVE(S):</p> <p>1. To improve scores for all students annually by 7 % points by 2012 in reading and writing. (Based on goal target of 78%.)</p> <p>2. To improve scores for students with disabilities annually by 14% points by 2012 in reading and writing.</p>					
<p>PRIORITY (or Maintenance) GOAL # 1:</p> <p>All students will be proficient readers and writers.</p>		<p>Indicate HOW the goal will be measured:</p> <p>Increased achievement on MEAP Reading and Writing</p>					
SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
<p>www.nsd.org/midbook/trait.pdf Arter, J., Spandel, V., Culham, R. & Pollard, J. (1994). <i>The Impact of Training Students to Be Self-Assessors of Writing</i>. Paper presented at AERA, New Orleans</p> <p>Differentiated Instruction Tracy Hall http://www.cast.org/publications/ncac/ncac_diffinstruc.html</p>	<p>ALL STUDENTS:</p> <p>District writing portfolio assignments using 6-Traits for Writing</p> <p>Differentiated Instruction to increase comprehension for all students</p>	<p>All ELA teachers Regular and Special Education Administration</p> <p>All ELA teachers Regular and Special Education</p>	<p>Sept – June</p> <p>Sept – June</p>	<p>List of Portfolio products by grade <u>Write Source</u> text and workbook</p> <p>Pacing Guides</p> <p>Differentiated Instruction Resources: <u>Differentiation in Practice</u> <u>The Differentiated Classroom: Responding to the Needs of All Learners, and How to Differentiate Instruction in Mixed-Ability Classrooms</u> (Thomlinson) (Repeated in other goal resources)</p>	<p>Maintain current training and support Use of <u>Write Source/ 6-Trait Writing</u></p> <p>Maintain Current Training and Support</p> <p>Coaches for Differentiated Instruction/ Building Lead Teacher for DI</p>	<p>Title II A</p> <p>Title II A District Funds for Bldg. Teacher - Coach</p>	<p>Portfolio Products</p> <p>MEAP writing Scores Analyze Student products with MEAP rubric (Student Engagement/ Results-Driven)</p> <p>Increased Reading comprehension</p> <p>Increased Reading Scores on MEAP (Developmentally Appropriate / Student Engagement)</p>
<p>http://teacher.scholastic</p>	Scholastic Reading	All ELA teachers	September	Scholastic	Training in using	Title 1 Funds	Scores of all students

.com/products/read180/research	Inventory (SRI) to inform instruction	Regular and Special Education		Software – Read 180 Computer lab access	and interpreting the SRI scores	Title II D	to inform instruction. Post testing for determination of increased comprehension. (Results-Driven)
www.mapthemind.com/research/research.html	Thinking Maps to increase comprehension	All ELA teachers (Regular and Special Education) Thinking Maps Building Teacher Trainers	Sept – June	Thinking Maps Binder for new teachers	Building teacher trainers/coaching Subs for Building Coach	District/ Title I funds	Increased reading comprehension. Increased Reading /Writing scores on MEAP (Developmentally Appropriate/Student Engagement)
Middle Start (former CSR) Reading coach provided binders for all staff that complied proven reading strategies to be used across the curriculum.	Reading strategies from Real Reading in the Middle (RRIM) to increase comprehension	All ELA teachers (Regular and Special Education)	Sept - June	RRIM Binder - (Collection of best practices in reading strategies)	Professional Learning Communities Literacy Coach (from MMGW)	Title I funds	Increased Reading/ Writing scores on MEAP (Results Driven)
<u>What Works in Schools: Translating Research Into Action</u> Robert Marzano, ASCD 2003 (Pg.141-143)	Vocabulary Development Direct instruction in content vocabulary	All ELA teachers (Regular and Special Education)	Sept - June	<u>Literacy Across the Curriculum</u> (Making Middle Grades Work)	Making Middle Grades Work(MMGW) Professional Learning Communities	Title II A	Increased comprehension of content (Developmentally appropriate/Student engagement)
http://www.ncrel.org/sdrs/areas/issues/methods/technology/te800.htm#researchresult	Use of technology to increase knowledge and comprehension TARGETED POPULATIONS: Students not meeting state	All ELA teachers (Regular and Special Education) Building Informational Technology Lead Teacher	Sept – June	Smartboards, Document Cameras, Laptops, Projectors	Training for Technology Equipment as listed, software, and listing of relevant websites	Title I	Increased comprehension of content Increased Reading /Writing scores on MEAP (Developmentally Appropriate/Student Engagement)

<p>http://teacher.scholastic.com/products/read180/research</p> <p>http://teacher.scholastic.com/products/system44/authorshipresearch/research.htm</p>	<p>standards on the MEAP Reading and Writing (3 and 4's) Title 1 /31A and Special Ed.</p> <p>Scholastic Read 180 (technology based intervention program to increase reading fluency)</p> <p>Strategic Writing in small group setting for more intensive intervention</p> <p>Scholastic System 44 (Technology based intervention reading program for lowest level readers)</p>	<p>All Compensatory Education /Special Education teachers</p> <p>Compensatory Education Teachers</p> <p>Compensatory Education /Special Education teachers</p>	<p>Sept – June</p> <p>Sept - June</p> <p>Sept - June</p>	<p>Scholastic Read 180 software and licenses Reading Coach</p> <p>Write Source text/textbook 6-Trait Writing</p> <p>Scholastic System 44 for Lower reading levels in Special Ed.</p>	<p>Scholastic Read 180 training (Monthly Comp. Ed. Meetings)</p> <p>6-Trait training if necessary to support instruction</p> <p>System 44 training /coach</p>	<p>Title I Title II A</p> <p>Title I</p> <p>Title I</p>	<p>Increased reading comprehension and fluency. Increased reading and writing scores on MEAP (Job Embedded/Results Driven)</p> <p>Increased writing fluency: MEAP Writing scores</p> <p>Increased reading comprehension and fluency.(Special Ed.) Increased reading and writing scores on MEAP (Job Embedded/Results Driven)</p>
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<p>Cite data sources used to determine needs:</p> <p>Data sources used were MEAP, Ed.YES!, and School Report Card.</p>	<p>GOAL OBJECTIVE(S):</p> <p>1. To improve student scores annually by 6 % points by 2012 in mathematics. (Target Score 78%)</p> <p>2. To improve math scores for students with disabilities annually by at least 10% points (safe harbor) or 31% points by 2012 .</p>
<p>PRIORITY (or Maintenance) GOAL # 2:</p> <p>All students will be proficient in Mathematics</p>	<p>Indicate HOW the goal will be measured:</p> <p>Increased achievement on the Mathematics MEAP</p>

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
<p>Writing across the curriculum lessons for every form of writing helps students connect writing in the same mode to different content areas and helps them use writing as a tool for thinking and learning (Perkins, 1992; Vacca& Vacca 2002) <u>Write Source</u> Research-base, Teacher's Manual pg. XIX</p>	<p>ALL STUDENTS:</p> <p>District Portfolio writing assignments in mathematics (Learning Logs on research articles/Short paper on research/Mathematics log/Process paper/Academic paragraph to document mathematical thinking)</p>	<p>Mathematics teachers Regular and Special education Administration Subject Area Coordinators Lead Network</p>	<p>Sept – June</p>	<p>List of Portfolio products by grade Write Source text Pacing Guides</p>	<p>Maintain current training and support with PD for six portfolio products Research Articles</p>	<p>Building Funds</p>	<p>Portfolio Products</p> <p>Increased mathematical literacy and written expression of mathematical concepts (Student Engagement/Results Driven)</p>
<p>("The Rationale for Using Manipulatives in the Middle Grades" Dana M. Freer Weiss Mathematics Teaching in the Middle School. Dec 2005/Jan 2006 Vol.11, No. 5, PP.238-242)</p>	<p>Use of manipulatives to learn and practice mathematical skills as outlined in the Grade Level Content Expectations (GLCE's)</p>	<p>Mathematics teachers Regular and Special Education</p>	<p>Sept – June</p>	<p>Algeblocks, Versa Tiles, number lines, two color counters, teacher-made manipulatives Differentiated Instruction</p>	<p>Math/Algebra training using Manipulatives (MMGW)</p>	<p>Title II A Saginaw ISD</p> <p>Title II A District Funds</p>	<p>Demonstration of increased understanding of GLCE's with math manipulatives and other math representations (Developmentally Appropriate/Student Engagement)</p>
<p>Southern Regional</p>	<p>Testlets used to assess</p>	<p>Algebra I</p>	<p>Sept – June,</p>	<p>Testlets based</p>	<p>Teacher training on</p>	<p>District Funds</p>	<p>Increased</p>

<p>Education Board (SREB) and Making Middle Grades Work(MMGW) Site Development: Implementing an Effort-Based Action Agenda (p.16)</p> <p>Differentiated Instruction Tracy Hall http://www.cast.org/publications/ncac/ncac_diffinstruc.html</p> <p>http://www.ncrel.org/sdrs/areas/issues/methods/technology/te800.htm#researchresult</p> <p>Southern Regional Education Board (SREB) and Making Middle Grades Work(MMGW) Site Development: Implementing an Effort-Based Action Agenda (p.16)</p>	<p>students' (including special education) attainment of Algebra GLEC's every marking period</p> <p>Differentiated Instruction to increase comprehension for all students</p> <p>Technology used to increase mathematical knowledge (Calculators, computers, projectors, Smart Boards, document cameras)</p> <p>Use of common learning activities and assessments based on state GLCE's at each grade level</p> <p>TARGETED POPULATIONS:</p>	<p>teachers, including special education Subject area Coordinator Administration</p> <p>Mathematics teachers Regular and Special Education</p> <p>Mathematics teachers Regular and Special Education</p> <p>Mathematics teachers Regular and Special Education Subject Area Coord. Math coach</p>	<p>every 6 wks.</p> <p>Sept - June</p> <p>Sept – June</p> <p>Sept - June</p>	<p>on GLCE's and Pacing Guides</p> <p>DI Resources by Carol Tomlinson(full list on Goal #1)</p> <p>Calculators, computers, projectors, Smart Boards, document cameras</p> <p>Professional Learning Communities time for creation of activities and assessments MMGW coach for math</p>	<p>Testlets</p> <p>Maintain Current Training and Support</p> <p>Coaches for Differentiated Instruction/ Building Lead Teacher for DI</p> <p>Training on technology equipment and district software to align with hardware.</p> <p>PD on authentic assessment, examining student work</p>	<p>Title IIA District funds for Building DI trainer</p> <p>Title I</p> <p>District funds Title 1 (MMGW)</p>	<p>understanding of the state Algebra 1 High School Content Expectations(HSCE's) (Results Driven)</p> <p>Increased understanding of content concepts (Developmentally Appropriate/Student Engagement)</p> <p>Increased math skills and concepts through the use of technology (Developmentally Appropriate/ Student Engagement/Job-Embedded/Results Driven)</p> <p>Increased understanding of state GLCE's and MEAP scores in Math (Communication, Collaborative Decision-Making/Job Embedded)</p>
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<p>http://www.algebraicthinking.com/Main%20pages/Research%20Pages/2005_Summary.pdf Bradley Witzel, PhD Effective Teacher, Inc.</p> <p>http://www.tomsnyder.com/fastmath/research.html</p>	<p>Students not meeting state standards (3 and 4's) on the MEAP Mathematics 6-8, Title 1 /31A and Special Ed.</p> <p>Strategic Math – Title 1/31A Algebraic Thinking program</p> <p>Scholastic Fastt Math (Technology based program to increase basic skills that have not been mastered)</p>	<p>Compensatory Education and Special Education</p> <p>Special Education teachers</p>	<p>Sept – June</p> <p>Sept – June</p>	<p>Algebraic Thinking Modules trainer/coach</p> <p>Fastt Math software technology to deliver program</p>	<p>Algebraic Thinking training (In monthly Comp. Ed. Meetings)</p> <p>Fastt Math training for program delivery</p>	<p>Title II A Title 1</p> <p>Title 1 Title II D</p>	<p>Increased understanding of state GLCE's and MEAP scores in Math and common assessment grades</p> <p>Increase in MEAP scores in math and common assessment grades</p>
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Cite data sources used to determine needs: Data sources used were MEAP, Ed.YES!	GOAL OBJECTIVE(s): Cite specific, measurable targets to accomplish the goal: To improve student scores annually by 10% points by 2012 in Science.
PRIORITY (or Maintenance) GOAL # 3: All students will be proficient in Science	Indicate HOW the goal will be measured: Increased achievement on the 8th grade Science MEAP

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
Writing across the curriculum lessons for every form of writing helps students connect writing in the same mode to different content areas and helps them use writing as a tool for thinking and learning (Perkins, 1992; Vacca& Vacca 2002) <u>Write Source</u> Research-base, Teacher’s Manual pg. XIX	ALL STUDENTS: District writing portfolio assignments for science	All Science teachers Regular and Special Education	Sept – June	List of Portfolio products by grade <u>Write Source</u> text and workbook Pacing Guides	Maintain current training and support with PD for six portfolio products	Building Funds	Increased reading /writing proficiency and literacy in Science Increased MEAP science scores Job Embedded/Results Driven)
www.mapthemind.com/research/research.html	Thinking Maps to increase comprehension	All Science teachers Regular and Special Education	Sept – June	Thinking Map Binder/ Building Teacher Trainers	Thinking Maps training	District/ Title 1	Increased comprehension of content information: MEAP scores in Science
Middle Start Reading coach provided binders for all staff that compiled proven reading strategies to be used across the curriculum.	Reading strategies from Real Reading in the Middle (RRIM) to increase comprehension	All Science teachers (Regular and Special Education)	Sept – June	RRIM Binder - (Collection of best practices in reading strategies)	Professional Learning Communities Literacy Coach	Title I funds	Increased Reading/ Writing scores on MEAP (Results Driven)

<p><u>What Works in Schools: Translating Research Into Action</u> Robert Marzano, ASCD 2003 (Pg.141-143)</p> <p>http://www.ncrel.org/sdrs/areas/issues/methods/technologogy/te800.htm#researchresult</p> <p>Differentiated Instruction Tracy Hall http://www.cast.org/publications/ncac/ncac_difinstruc.html</p>	<p>Vocabulary Development Direct instruction in content vocabulary</p> <p>Technology used to increase science knowledge: smart boards, projectors, document cameras, computers</p> <p>Hands-On activities for science concepts</p> <p>TARGETED POPULATIONS: MEAP 3 and 4's and special education will receive small group instruction (both ELA and Math)</p>	<p>All Science teachers (Regular and Special Education)</p> <p>All Science teachers-Regular and Special Ed.</p> <p>Compensatory Education Teachers/Lead Science teacher/ All science teachers Regular and Special Ed.</p>	<p>Sept – June</p> <p>Sept - June</p> <p>Sept - June</p>	<p><u>Literacy Across the Curriculum</u> (Making Middle Grades Work) Literacy coach</p> <p>Computers, projectors, smart boards, document cameras</p> <p>Differentiated Instruction Resources</p>	<p>Making Middle Grades Work(MMGW) Professional Learning Communities</p> <p>Technolgy training to support the use of the technology and district software</p>	<p>Title I</p> <p>Title I</p>	<p>Increased comprehension of content (Developmentally appropriate/Student engagement)</p> <p>Increased comprehension of content Developmentally appropriate/Student Engagement/ Results Driven</p>
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Cite data sources used to determine needs: Data sources used were MEAP, Ed.YES!	GOAL OBJECTIVE(s): Cite specific, measurable targets to accomplish the goal: To improve student scores annually by 10% points by 2012 in Social Studies. Indicate HOW the goal will be measured: Increased achievement on the 9th grade Social Studies MEAP
PRIORITY (or Maintenance) GOAL # 4: All students will be proficient in Social Studies	

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
<p>Writing across the curriculum lessons for every form of writing helps students connect writing in the same mode to different content areas and helps them use writing as a tool for thinking and learning (Perkins, 1992; Vacca& Vacca 2002) <u>Write Source</u> Research-base, Teacher's Manual pg. XIX</p> <p><u>www.mapthemind.com/research/research.html</u></p> <p>Differentiated Instruction Tracy Hall <u>http://www.cast.org/publications/ncac/ncac_difinstruc.html</u></p>	ALL STUDENTS: District writing portfolio assignments for Social Studies	All Social Studies teachers Regular and Special Education	Sept – June	List of Portfolio products by grade <u>Write Source</u> text and workbook Pacing Guides	Maintain current training and support with PD for six portfolio products	Building Funds	Increased reading /writing proficiency and literacy in Social Studies Increased MEAP social studies scores
	Thinking Maps to increase comprehension	All Social Studies teachers Regular and Special Education	Sept – June	Thinking Map Binder/ Building Teacher Trainers	Thinking Maps training	District/ Title 1	Increased comprehension of content information: MEAP scores in Social Studies
	Differentiated Instruction Tracy Hall <u>http://www.cast.org/publications/ncac/ncac_difinstruc.html</u>	Differentiated Instruction		Sept – June	Differentiated Instruction Resources	Continued DI Training and building DI lead teacher	Title 1
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<p>Middle Start Reading coach provided binders for all staff that complied proven reading strategies to be used across the curriculum.</p> <p><u>What Works in Schools: Translating Research Into Action</u> Robert Marzano, ASCD 2003 (Pg.141-143)</p> <p><u>Summarizing Any Subject</u> Rick Wormeli (pg. 164-166)</p>	<p>Reading strategies from Real Reading in the Middle (RRIM) to increase comprehension</p> <p>Vocabulary Development Direct instruction in content vocabulary</p> <p>Use of Cornell Notes to increase summarizing of informational Text</p> <p>TARGETED POPULATIONS: MEAP 3 and 4's and special education will receive small group instruction (both ELA and Math)</p>	<p>All Social Studies teachers (Regular and Special Education)</p> <p>All Social Studies teachers (Regular and Special Education)</p> <p>All Social Studies Regular and Special Ed. teachers</p> <p>Compensatory Education Teachers/Lead Social Studies / All Social Studies teachers Regular and Special Ed.</p>	<p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p>	<p>RRIM Binder - (Collection of best practices in reading strategies)</p> <p><u>Literacy Across the Curriculum</u> (Making Middle Grades Work)</p> <p><u>Summarizing Any Subject</u> Rick Wormeli (pg. 164-166)</p>	<p>Professional Learning Communities Literacy Coach</p> <p>Making Middle Grades Work(MMGW) Professional Learning Communities</p> <p>Professional Learning Communities</p>	<p>Title I funds</p> <p>Title II A</p>	<p>Increased comprehension of content /MEAP social studies (Results Driven)</p> <p>Increased comprehension of content /MEAP Social Studies (Developmentally appropriate/Student engagement)</p> <p>Increased content comprehension in Social Studies</p>
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<p>Cite data sources used to determine needs:</p> <p>Data sources used were perception surveys.</p>	<p>GOAL OBJECTIVE(s): Cite specific, measurable targets to accomplish the goal:</p> <p>Increase to 50% in 2009 –10 all stakeholder perceptions of the building climate.</p> <p>Indicate HOW the goal will be measured:</p> <p>Through perception survey data to be administered twice a year, Oct. – Nov. and March.</p>
<p>PRIORITY (or Maintenance) GOAL #: 5</p> <p>Create a positive climate that encourages respect, high academic standards, and appropriate behavior.</p>	

SCIENTIFICALLY BASED RESEARCH	STRATEGIES / INTERVENTIONS	PERSON(S) ACCOUNTABLE	TIMELINE	RESOURCES NEEDED	PROFESSIONAL DEVELOPMENT	FUNDING SOURCE OR SUPPORT SOURCE	INDICATORS OF SUCCESS EVALUATION MONITORING
<p>Research possible programs that target understanding of cultural diversity and strategies to help accomplish our goal</p> <p><u>Framework for Understanding Poverty</u>, Ruby Payne</p> <p>Possible Topics</p>	<p>The following have been discussed as possible strategies and resources:</p>	<p>Administration School Quality (SQ) Cabinet Social worker</p>	<p>June - August</p>	<p>Time District PD calendar</p>			<p>Determination of exact program(s)</p>
	<p>Training on Cultural Diversity (for teachers)</p>	<p>Administration SQ Cabinet</p>	<p>August – Sept.</p>	<p>Trainer <u>Framework for Understanding Poverty</u>, Ruby Payne (book)</p>	<p>Training on Cultural Diversity</p>	<p>Title I</p>	<p>Increased understanding and positive perceptions through communication by all stakeholders</p>
	<p>Love and Logic A program that involves parents, students, and teachers in teaching responsible behavior</p>	<p>Administration Social Worker Counseling staff Parent President</p>	<p>Sept - June</p> <p>Weekly/Monthly meetings</p>	<p>Love & Logic Materials for Parents/Students/Teachers</p>	<p>Training for delivery of the program</p>	<p>Title I</p>	<p>Positive perceptions of the student behavior, academic standards, and respect for all.</p>
	<p>Monthly Assemblies Addressing: Responsible Behavior Respect Academics Sexual Harassment</p>	<p>Administration Social Worker Counselors Parent Resource Center Parent President</p>	<p>Sept - June</p>	<p>Speakers Possible Print Materials</p>		<p>Title I</p>	<p>Increase in responsible student behavior</p>

Professional Development Plan

**Aligned School Improvement Goal: #1 All students will be proficient in Reading and Writing
 #2 All students will be proficient in Mathematics
 #3 All students will be proficient in Science
 #4 All students will be proficient in Social Studies
 #5 Create a positive climate that encourages respect,
 high academic standards, and appropriate behavior.**

Activity	Target Audience	Person Responsible	Timeline	Expected Outcome	Resources Needed	Funding Source	Progress
Making Middle Grades Work (MMGW) Literacy Coaching Goal #1, #2, #3, and #4	Leadership Team All Staff	Saginaw ISD Dr. Rod Rock Administration	August –June	Improve student achievement levels all content areas: MEAP - ELA (Reading and Writing) and Mathematics	Subs to cover leadership team during school calendar Literacy Coach	Title 1	In Progress - first year (Continuation) (Key Characteristic: Communication)
Real Reading in the Middle (RRIM) Reading strategies Goal #1, #2, #3, an #4	All Staff	School Leadership Team Lead teachers in content areas	August- June	Improve student achievement levels: MEAP – ELA (Reading and Writing) and Mathematics	RRIM Binders Professional Learning Community(PLC's) time	District	Continuation of PLC's for sharing Reading/Writing strategies MEAP Reading/ Writing
Write Source/ 6-Trait Writing and Portfolio Products Goal #1, #2, #3, and #4	All Staff	Subject Area Coordinators Lead teachers in content areas	August- June	Improve student achievement levels: MEAP – ELA (Reading and Writing)	Write Source Text and workbooks Stipends for training	Title 1	Continuation of PD that supports writing portfolios MEAP Writing
Differentiated Instruction (DI) Goal #1, #2, #3, and #4	All Staff	Subject Area Coord. Building DI trainers ASCD trainer	August –June	Improve student achievement levels in all content areas	Time for Training/ coaching by Building DI trainer (Use PLC Time or subs)	District/ Title IIA	Refresher/new training for all teaching staff 3 rd year for District Initiative
Thinking Maps Goal #1, #2, #3, and #4	All Staff	Building trainers All staff Subj. Area Coord.	August-June	Improve student achievement levels: MEAP – ELA (Reading	Additional Binders for new teachers if necessary Stipends for training	Title I	Continuation of Thinking Map use in classrooms

Activity	Target Audience	Person Responsible	Timeline	Expected Outcome	Resources Needed	Funding Source	Progress
Scholastic Read 180 Monthly Training Goal #1	Compensatory/Special Education Teachers for Reading	Scholastic Facilitator/Coach ELA Lead Teacher	Sept- June	Improve student achievement levels: MEAP – ELA (Reading and Writing)	Scholastic Coach Subs for release time	Title I	Continue to inform /update for increased MEAP achievement in reading
Scholastic System 44 Goal #1 – Obj.2	Compensatory/Special Education Teachers for Reading	Scholastic Facilitator/Coach ELA lead teacher	Sept - June	Improve student achievement levels: MEAP – ELA (Reading and Writing)	Scholastic Coach Subs for release time	Title 1	Begin training for teachers. MEAP Reading for
Monthly Training for Algebraic Thinking Goal #2	Compensatory/Special Education Teachers for Math	Algebraic Thinking (AT) Facilitator/Coach	Sept - June	Improve student achievement levels in Math	AT Coach Subs for release time	Title I	Continue to inform/update for increased Math MEAP achievement
Fastt Math Training Goal #2	Compensatory/Special Education Teachers for Math	Scholastic Facilitator/coach	Sept - June	Improve student achievement levels in Math	Facilitator/Coach Subs for release time	Title I	Begin training for teachers by or in September
Smart Board Training Goal #1, #2, #3, and #4	All TMS staff	IT Lead teacher and Shannon Main-Petelka Administration	June - Sept	Incorporation of technology across the curriculum for increased student engagement	Smart Board Trainer Stipends for training participants possibly Completion of Smart Board installation	Title 1	Begin training for teachers to be completed by or in September
Kagan Cooperative Learning Goal #1, #2, #3, and #4	All Staff (Other District Staff if there is room)	Administration Kagan Trainer	(Based on Availability)	Improve Student Achievement in all content areas	Kagan Trainer Respurces to support training		Postponed
<u>Framework for Understanding Poverty</u> Ruby Payne Goal #5	All Staff (Other District Staff if there is room)	Administration Trainer	(Based on Availability)	Improve cultural understanding	Ruby Payne trainer / Book	Title I	Start to be determined by district calendar

Part VIII. Highly Qualified Staff

- A. Instruction by High Qualified Staff (Teachers and Paraprofessionals) :** *Provide an assurance statement regarding the HQ status of teachers and instructional para-pros in the school. **Summarize the experience levels & qualifications of your instructional staff.***

All teachers and instructional aides (paraprofessionals) hired are Highly Qualified for their positions. All teachers or instructional aides that are transferred to another school can only select or be placed in a position for which they are Highly Qualified and certified.

- B. Strategies to Attract Highly Qualified Teachers to High Needs Schools:**

Turnover rate is 2%

Thompson is a new school that opened this year. Every teacher here selected to come to this school, and are new to this school.

The teachers at Thompson Middle School are experienced as follows:

0.0- year experience	<u>1</u>
1-2 years experience	<u>1</u>
3-4 years experience	<u>4</u>
5-6 years experience	<u>1</u>
7-8 years experience	<u>1</u>
9-10 years experience	<u>5</u>
10-15 years experience	<u>8</u>
15- 25 years experience	<u>11</u>
25+ years experience	<u>9</u>

Qualifications

Bachelor's degree	<u>10</u>
Master's Degree	<u>37</u>

The initiatives utilized by the school district to attract, and recruit highly qualified teachers include: A mentoring induction program, grade-level teaming, small learning communities, New Teacher Academy, financial support to earn continuing credits to maintain certification as well as leadership opportunities via the Lead Teacher Network.

NOTE: If the turnover rate is HIGH, state such and describe initiatives that have been implemented to lower the turnover rate.

Turn over rate is 2%.

Part IX. Transition Strategies

- A. Preschool Transition Plan:** *Describe the plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom. Include the provision for training parents of preschoolers and/or preschool teachers on the skills needed for entering kindergarten. NOTE: If this school is a middle school or high school, this section is NOT required.*

N/A

- B. Transitions from Elementary to Middle School or Middle School to High School (OPTIONAL):** *Describe how the school addresses transitions between grade spans or building levels.*

During the school year in an effort to make building connections, the administration, counselors, and sixth grade teachers visit our six elementary feeder schools and attend parent meetings to inform and promote our school. Families are invited to various activities such as evening open house for a tour and introduction to the curriculum and programs, Family Fun Night, Read Across America, and daytime visitations for band, choir, and theater productions.

At the eight grade level the Comprehensive Guidance and Counseling program pushes into classrooms to present a specified curriculum in preparation for high school - which includes conflict resolution, career planning, decision-making, time management and other skills. Educational Development Plans (EDP's) are begun in seventh grade and finalized in the eighth grade for all students. Orientations are held by the high school April-May and August; counselors visit classrooms to inform students of curriculum requirements and course offerings for ninth graders. Ninth Grade Academy is offered in the summer for eligible students going to the ninth grade in preparation for the academic rigor of high school.

Part X. Timely Additional Assistance to Students

A. Process of Identification: Describe the process in place for identifying students who are not meeting the State's academic achievement standards. Break it down by grade level/content area if necessary. NOTE: See EXPANDED ELEMENT comments in the "Assessment" Section for PSA's.

Grade Level	Content Area	Criteria for Selection/Identification	Assistance Provided
6-8	Reading	MEAP Levels 3 and 4 Performance below state expectations Scholastic Reading Inventory(SRI) Unit/Chapter Assessments Pupil Services Team	Compensatory Education Interventions in Reading Scholastic Read 180/ Fast Forward Structured Tutorials Small and individualized instruction Differentiated Instruction Pupil Service Team Plan/ Review
6-8	Mathematics	MEAP Levels 3 and 4 Performance below state expectations Unit/Chapter Assessments Pupil Services Team Algebra Testlets at 8 th grade	Compensatory Education Interventions in Mathematics Algebraic Thinking Structured Tutorials Small and individualized instruction Differentiated Instruction Pupil Service Team Plan/ Review
6	Writing	MEAP Levels 3 and 4 Performance below state expectations	Compensatory Education Interventions in Writing Structured Tutorials Small and Individualized Instruction Pupil Service Team Plan/ Review
6-8	Science And Social Studies	MEAP Levels 3 and 4 Performance below state expectations Unit/Chapter Assessments Pupil Service Team	Structured Tutorials Small and Individualized Instruction Pupil Service Team Plan/ Review
6-8	ELA and Math	Deviations/ discrepancies in performance tests by school psychologist	Special education (resource model)

B. Describe how Differentiated Instruction in the classroom is utilized to support students who are not mastering the content. Explain how students' individual needs are being met in the classroom.

This year is the third stage of district wide professional development for Differentiated Instruction. Several teachers and the building DI Lead Teacher have undergone intensive training and work with the faculty to provide in-house training and modeling of lessons. Groups are formed based on student performance and are reevaluated on a regular basis. Teachers utilize such strategies as Choice Boards, RAFTS, Tiered Activities, and Learning Style Inventory to differentiate instruction.

C. Describe how the curriculum, technology, cross curricular instruction, programming, etc. are employed to meet the varied needs of students.

Thompson Middle School teachers follow the State of Michigan Standards and the Grade Level Content Expectations (GLCE's) are taught in the order outlined in the District's pacing guides. Within the past two years new textbooks were introduced in grades six through eight in Math, Science, and eighth grade Social Studies; these are formatted to the State Standards and designed to support differentiated instruction strategies, vocabulary study, and technology integration.

Students are placed in regular education, special education, compensatory education, and structured tutorials. Cross-curricular instructional opportunities exist through the master schedule and the pairing of math and science and language arts and social studies, allowing for integration of content. Strategic Math and Reading (Title I/31A) target students not meeting state standards on MEAP (3 or 4). Non-compensatory classes such as Math Enrichment, Advanced Math, Creative Writing, Newspaper/Journalism, Science Lab, and Government/Economics are in place to support students who might be borderline.

Technology enhances learning and is a part of the graduation requirements. The building is entirely wireless and Thompson has a computer lab on each grade level floor. Additionally, laptop carts are available for use in the classrooms. Computers are used as part of the career components Career Cruising in the seventh grade and Career Quest in the eighth grade.

Part XI. Evaluation

Describe how the plan is evaluated:

- **ANNUALLY**
- **DATA REVIEW**
- **PROGRAM EFFECTIVENESS**
- **IMPACT ON STUDENT ACHIEVEMENT**
- **REVISIONS BASED ON FINDINGS**

Include a description of WHO is involved, HOW it is conducted, WHEN the process of evaluation takes place, etc.

At Thompson Middle School the major decision-making body is the School Quality Team Cabinet, consisting of representation from each grade level house, content area, regular, compensatory, and special education, as well as a counselor and administration. When possible we have a parent group representative, our Making Middle Grades Work Facilitator, Dr. Rock and Mr. Anderson, our coach. We hope to add literacy and math coaches for the 2009-10 school year. This body meets with and presents to the committee of the whole on a monthly basis, and when needed in between, to keep the staff informed and included in the building decision-making.

The School Quality Cabinet also works with the lead teachers in each content area and are a part of the professional learning communities to provide guidance for monitoring the school plan. The plan is evaluated on an annual basis and the School Quality Team and staff will revise the plan if necessary. Taking on a leadership role in studying the student achievement data from MEAP, ITBS when available, and classroom assessments, data is examined for determining goals and strategies to address the needs of our students.

The staff has been introduced to the program **Data4student Success** and each teacher has their own login for accessing student achievement data for Thompson M.S. students. This information is being used to determine class offerings for compensatory education classes in math and reading for fall 2009

APPENDICES

COMPONENT /REQUIREMENT	Name of Document/Attachment	Page (s)
Comprehensive Needs Assessment	MEAP Comparison Data	Appendix 38
Comprehensive Needs Assessment	Parent/Student/Staff Survey (Perception Data)	Appendix 39-41
Parent Involvement	Agendas for Fall Orientations And Curriculum Night	Appendix 43-44
Parent Involvement	Thompson Parent Involvement Policy	Appendix 45 - 46
Parent Involvement	Parent/Student/Teacher Compact	Appendix 46 - 48
Parent Involvement	Epstein Model Goals	Appendix 49 - 52
Curriculum Development and Alignment	Literacy Portfolio Assignments	Appendix 53 - 55

Appendix

MEAP COMPARISON OVER THE LAST 3 YEARS FOR (SOUTH) THOMPSON M. S.

(BUILDING 03532)

	6th Grade				7th Grade				8th grade	
Reading	2006	2007	2008	2006	2007	2008	2006	2007	2008	
All Students	65%	61%	60%	51%	34%	61%	53%	55%	58%	
Students w/Disabilities	29%	31%	39%	21%	15%	30%	15%	19%	27%	
Students w/o Disabilities	79%	71%	64%	59%	41%	71%	64%	64%	64%	
Writing	2006	2007	2008	2006	2007	2008	2006	2007	2008	
All Students	53%	50%	48%	35%	49%	62%	42%	43%	56%	
Students w/Disabilities	29%	26%	22%	20%	13%	30%	7%	11%	19%	
Students w/o Disabilities	61%	59%	53%	39%	62%	72%	52%	50%	63%	
ELA	2006	2007	2008	2006	2007	2008	2006	2007	2008	
All Students	56%	55%	55%	39%	37%	64%	46%	53%	57%	
Students w/Disabilities	20%	28%	28%	13%	12%	28%	12%	11%	19%	
Students w/o Disabilities	69%	64%	60%	45%	46%	74%	55%	63%	65%	
Mathematics	2006	2007	2008	2006	2007	2008	2006	2007	2008	
All Students	34%	46%	62%	35%	38%	71%	33%	39%	44%	
Students w/Disabilities	5%	14%	42%	9%	8%	38%	7%	10%	13%	
Students w/o Disabilities	46%	57%	70%	42%	49%	81%	40%	46%	50%	
Social Studies		Social Studies						Science		
	2006	2007	2008					2006	2007	2008
All Students	42%	48%	44%					38%	46%	36%
Students w/Disabilities	16%	38%	24%					12%	8%	9%
Students w/o Disabilities	52%	10%	47%					45%	55%	42%

PARENT/STUDENT STAFF SURVEY

A survey was given to all stakeholders (teachers, other staff, parents, and students) of Thompson Middle School during March of 2009. It was given this time because Thompson Middle School is a brand new school. It was felt that the stakeholders needed appropriate time to become familiar with the building and each other before answering questions about it. Below is found a brief comparison of the surveys and a summary of what each means. The survey was broken into four major parts. Part one dealt with how well the school is preparing the students to be life long learners and suggestions for that. The second part dealt with the climate of the building and suggestions for improving it. The third part dealt with concerns about the school. The final part is not included in this portion of the results, but dealt with what each stakeholder felt they could do to help the learning process. This was used to make the future Thompson Parent/Teacher/ Student Compact

Results are given as percentages. Actual survey results can be found in other areas.

What is the perception of how well Thompson Middle School is preparing students

	Parents			Teachers		Students			Other staff	
	6 th grade	7 th grade	8 th grade	Personally preparing students	School as a whole preparing students	Sixth graders	Seventh graders	Eighth graders	Personally important to education	School as a whole preparing students
Doing a good job	90	96	67	65	60	65	73	67	80	50
Not doing a good job	8	4	29	30	30	26	21	25	20	50
Not sure	2	0	4	5	10	0	2	3	0	0

to be life long learners?

SUMMARY OF RESULTS:

Teachers and students were given choices on what could better prepare students or at least help in the process. Both groups ranked working technology and better student behavior in the top three. All four groups were encouraged to write in suggestions for preparing students better. Every group but the student groups chose to write in answers. Common answers found among the three adult groups were the following: A focus on high behavioral and academic standards, positive incentives for students, more activities and exploratory classes, and tutoring for struggling students.

	Parents			Teachers	Students			Other staff
	6 th grade	7 th grade	8 th grade		Sixth graders	Seventh graders	Eighth graders	
Positive				5	6	7	12	0
OK				55	64	63	63	50
Circled OK and Neg				20	0	0	0	0
Negative				20	21	23	25	50
No response				0	9	6	0	0

What is the perception of the climate of the building by the stakeholders in the building?

SUMMARY OF RESULTS:

All groups surveyed were given the following five options to improve the climate of the building as well as a write in component: quieter halls, rules fairly enforced, personal space respected, respect from adults, and respect to adults. The survey participant could vote for any options as they chose. Teachers and other working adults in the building ranked respect to adults as their highest priority (70%, and 100% respectively). Teachers then ranked rules being fairly enforced second (65%) and other adults ranked respect from adults second (50%). Students ranked respect from adults as their most important option (42% sixth graders, 46% seventh graders, and 59% of eighth graders). Students though out the grades second most important item was personal space respected. Though the students chose not to write in any ways to improve the climate, both adult groups thought activities to promote school pride such as pep rallies and respect from colleagues would improve the climate of the building.

Parents were not asked

Concerns of stakeholders

Since this was an open-ended questions results are not given in a table for this portion.

SUMMARY OF RESULTS

All stakeholders found behavior, respect and rules to be in their top concerns. Teachers were also concerned with communication between the adults in the building. Parents were concerned with teachers and administrators communicating with them about their students. They were also concerned with the academic standards in the building. Students were concerned about the dress code and not being allowed to have cell phones and other electronic devices. Other staff members' concerns centered around motivational, self-esteem and ownership issues found amongst the students.

Thompson Middle School Parent Survey

1. I feel my child is being well prepared for being a life long learner at Thompson Middle School?

Yes No

2. If not, please list some suggestions on how we can better prepare your child.

3. Circle the programs we offer for at risk student that you are familiar with from the list below (your child does not necessarily have to participate in them for you to be familiar with them).

Strategic Reading Strategic Math 21 century

PST Meetings(meetings in the counseling center) Resource rooms

Team Teaching

4. What other programs would you like to see for students who are having difficulties with learning content material?

March 26,2009

Student survey results are found below. Student at Thompson Middle School were surveyed. Every concern and every way students can help themselves be successful were recorded on separate recording sheet. These are found in other documents. The ways students can be successful in school is going to be used to help make the student/parent/school Compact. 203 sixth graders, 169 seventh graders, and 152 eighth graders were surveyed. From these surveys 100 surveys at each grade level were randomly selected to be tabulated. A strategic math class from each grade level helped tabulate the results, graph the results and explain the results. These were then share with the staff by posting them in the teacher lounge, by email and at a staff meeting. Students and parents were also allowed to view the results through the parent meeting and student council.

Thompson Middle School is preparing me to be a life long learner?

ANSWER CHOICES	SXITH GRADE %	SEVENTH GRADE %	EIGHT GRADE %
YES	65	73	67
NO	26	21	25
I DON'T KNOW		2	3

What subjects if any do you feel could prepare you better? (circle all that apply)

ANSWER CHOICES	SXITH GRADE %	SEVENTH GRADE %	EIGHT GRADE %
NONE	18	16	8
MATH	56	57	51
SCIENCE	29	26	43
SOCIAL STUDIES	21	27	33
LANGUAGE ARTS	22	25	30

What suggestions do you have to help the classes prepare you better?

ANSWER CHOICES	SXITH GRADE %	SEVENTH GRADE %	EIGHT GRADE %
Extra time with subject	30	30	36
Less students	19	22	23
Better student behavior	37	39	32
I am absent too often	4	7	16
More Projects	15	15	14
More manipulatives	4	0	3
More use of technology	37	45	34
No blocking in every class every day	19	14	12

How do you find the climate of the building?

ANSWER CHOICES	SXITH GRADE %	SEVENTH GRADE %	EIGHT GRADE %
Positive	6	7	12
OK	64	63	63
Negative	21	23	25
No response			1

What suggestions do you have to improve the climate of the building?

ANSWER CHOICES	SXITH GRADE %	SEVENTH GRADE %	EIGHT GRADE %
Quieter halls	15	12	11
Rules fairly enforced	25	22	26
Personal space respected	39	33	28
Respect FROM adults	42	46	59
Respect TO adults	24	30	18

Thompson Middle School

AGENDA

Parent/Student Orientation
August 19, 21 & 25
Auditorium
10:00 a.m. & 6:00 p.m.

- I. Opening Remarks Mit L. Foley, Principal
 - Thompson Facility Overview
 - Curriculum Overview
 - September 2, 2008 (opening day procedures)*
 - Building Expectations
 - Entering & Exiting Building
 - Academic Expectations, Homework, etc
 - Student Appearance Guidelines**
 - Attendance
 - Policies and Procedures Handbook
 - Proactive Discipline Plan
 - Cell Phone Policy
 - Staff Directories/E-Mail Addresses
 - Skyward Messenger
 - Student Led-Parent Conferences
 - Parent Involvement

- II. Curriculum Overview Rosemary Martineau, Assistant Principal
 - Student Scheduling (Required/Elective Coursework)
 - Strategic Classes for Intervention (Title 1)
 - Scheduling Request
 - MEAP/PLATO assessments
 - Parent Portal Access
 - Lunch Applications
 - Immunizations

- III. Attendance Procedures Daniel Decuf, Assistant Principal
 - Updated Information Cards/Student I.D.'s
 - Security Procedures/Entering and Exiting Building/Visitor's Passes**
 - Bus Schedules and Routes
 - Athletic Schedules

- IV. Thompson Middle Parent Group..... Helen Livingston, President

Curriculum Night
***** Fall Schedule *****
2008-09

Building: Thompson Middle School

Date(s)	Time(s)	Location(s)
September 24, 2008	5:30 – 7 p.m.	Auditorium

We plan to discuss the following information:

Curriculum Requirements and Expectations (Grade Level Teams)

- Grade level focus and instructional strategies, portfolios for Student-Led Conferences, interdisciplinary units, grading, discipline, and homework.

Assessments

- Types of assessments used to measure student achievement
- Goals to attain AYP (Adequate Yearly Progress) Data review
- Student-Led Conferences

Parental Support

- Understanding the scoring
- What parents can do
- Resources for parents

Support and Intervention

- Strategic Classes for Math and Reading (Title 1)
- Advanced classes for Math
- 21st Century after-school program
- Study tables

- Counseling services for parents to follow student progress



Thompson Middle School

PARENT INVOLVEMENT POLICY IMPLEMENTATION

Research indicates that parent involvement has multiple benefits for students and schools. Student benefits can include improved grades and test scores, better attendance, higher rates of homework completion, more positive attitudes towards school, less disciplinary actions, higher graduation rates and increased post-secondary enrollment. School benefits can include improved teacher morale, better ratings of teachers by parents, improved community perceptions and positive changes in student achievement.

With this in mind, Thompson Middle School implements the parent involvement activities outlined in Saginaw Public School's Board Policy # 7175 as the main focus of our school's policy.

Thompson Middle School supports parental involvement as both a valuable resource and ally in teaching and learning for our students. We consider parents/guardians essential partners in the educational and psycho-social development of their children.

The building principal will act as the key liaison for parent involvement. The building principal will provide leadership for the development and implementation of a parent involvement plan. Parent involvement may include both school and home activities. The parent involvement plan will include specific attention to obstacles, which preclude parent/guardian participation with intended remedies.

Recognizing that parents are the first teachers, we believe that parent involvement in our school is not limited to, but includes:

- Instilling an appreciation for the value of a sound education and a sense of individual responsibility for learning and achievement.
- Emphasizing the importance of daily attendance, attention in class, completion of all assignments and compliance with rules of conduct.
- Preparing the child for school by building positive home conditions that support learning and appropriate behaviors.
- Volunteering for and attending school-related activities, functions and events, including parent/teacher conferences, and the Parent/Teacher Organization.
- Serving on school-based committees and assisting in decision-making roles.

In order to facilitate a collaborative partnership, the school's staff and administration, are committed to:

- Involving parents, students, and community members in advisory groups and committees at the school level.
- Maintaining an on-going effort to provide parents, students, and the community with information about our school.
- Establishing effective two-way communication with all families, respecting their diversity and various needs.
- Providing multiple ways in which parents, students, and community volunteers can support our schools and contribute to our students' education and well being.
- Developing strategies and learning experiences to enable parents to participate actively in their children's education.
- Providing support or training to build the staff's capacity to effectively involve parents.
- Providing support and coordination to implement and sustain appropriate parent involvement through their child's attendance in our school and participation in our programs.
- Utilizing the school to connect students and families with community resources that provide educational enrichment and support.
- Coordinating the services and resources from other programs to maximize support to the parents and students.
- Annually evaluating the effectiveness of parent involvement strategies to identify and address barriers to participation and to use the results to redesign the strategies for maximum participation.

To provide parents with opportunities for participation in our Title I program and services, the school and administration will:

- Convene an annual meeting to explain the Title I program and to inform parents of their right to be involved in the program.
- Involve parents in the planning, implementation, and review of the school's Title I program and parent involvement plan as appropriate.
- Provide information about the Title I program and describe curricula, student assessments, and proficiency levels in a language that parents can understand.
- Provide parents with opportunities to submit dissenting views about the school's Title I program and parent involvement policies and practices.
- Offer a flexible schedule of meetings.
- Provide support to parents to build their capacity to be more involved in their child's education and to be able to help their child's learning at home.
- Create collaborative school-parent-student agreements (compacts), which outline the responsibilities of the school staff, the parent and the student for a true partnership for improved student academic achievement.

Thompson Middle School Teacher/Student/Parent Compact

Parent/guardian section

As a parent please check the following items you can do to support your student.

- Check my child's homework every night to make sure they did it or just to see what they did in school.
- See myself as part of a team with my child and the teacher
- Provide motivation for my child to do well
- Make sure my child gets to school on time
- Ask questions of the teachers and school when I don't know what is going on
- Take advantage of the skyward system to see grades and assignment
- Listen to my child's concerns about school
- Help with homework
- Be a good role model
- Make sure they go to bed at a reasonable time
- support the teachers at school
- Help my child study for test
- Other _____

Student section

As a student, please check the following items you can do to support your learning

- Get to class on time
- Work and be on task
- Go to bed at a reasonable time
- Bring my materials to class
- Be at school every day unless I am really sick
- Pay close attention and listen in class
- Complete all of my work
- Give my best effort on my assignments
- Have a positive attitude
- Study for test and quizzes
- Re check all of my work to make sure it is complete
- Other _____

Thompson Middle School Teacher/Student/Parent Compact

Teacher Section

We, the Teachers and Administrators, of Thompson Middle School, agree that we can do the following things to support the learning of students.

- *Maintain high expectations for myself and my students.**
**Provide enriched and challenging instruction that is aligned with state core curriculum.*
- *Provide an environment conducive to learning.**
- *Maintain open lines of communication with my students and their parents.**
- *Demonstrate professional behavior and a positive attitude**
- *Encourage students' personal best in behavior and academics.**
- *Respect the students, their parents, and the diverse cultures of the school.**
- *Model life skills which promote good and responsible citizens.**
- *Enforce the rules and policies of the school consistently and fairly**

Signatures:

Parent _____

Student _____

Teacher _____

Note: This compact is done on one sheet, in triplicate carbon so each party gets a copy. This only simulates the contents, not the format.

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: Thompson Middle School				School Year: 2009-2010	
GOAL 1–ACADEMIC: (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)					
All students will be proficient readers and writers					
Desired Result(s) for THIS goal: Increase Reading/Writing proficiency (MEAP).				How will you measure the result(s)? Reading and writing portion of MEAP.	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Parent MEAP Night	1, 3 & 4	Selected evening in September	All Grades	<ul style="list-style-type: none"> * Prepared student activities i.e. skits * MEAP Practice questions for parents and students * Print material for parents detailing helpful tips 	Administration ELA Teachers TMS Parent Group
African American Reading Chain	1, 3 & 6	Selected day in February	All Grades	<ul style="list-style-type: none"> * Receive approval of selected day for school wide participation * Books * Parent and community volunteers to read to students 	ELA Teachers TMS Parent Group Media Specialist
Read Across America – Read In Day	1, 3 & 6	Selected day in March	All Grades	<ul style="list-style-type: none"> * Receive approval of selected day for school wide participation * Books * Parent and community volunteers to read to students 	ELA Teachers TMS Parent Group Media Specialist
Love and Logic Program (Learning At Home)	1, 2, & 4	Weekly	All Grades	<ul style="list-style-type: none"> *Materials Love and Logic(L & L) on Learning *Reserve Location/refreshments *Associated books/reading from the L & L lending library 	Social Worker Reading Teacher Counselors Administration Media specialist
Any extra funds, supplies, or resources needed for these activities? Yes					

**ONE-YEAR ACTION PLAN FOR EPSTEIN MODEL
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

School: Thompson Middle School				School Year: 2009-2010	
GOAL 2–ACADEMIC: (Select ANOTHER curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.) All students will be proficient in Mathematics					
Desired Result(s) for THIS goal: Increase math proficiency.				How will you measure the result(s)? Math MEAP	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
MEAP Parent Night	1, 3, & 4	Selected day in September	All Grades	* Prepared student activities i.e. skits * MEAP Practice questions for parents and students * Print material for parents detailing helpful tips	Math teachers Administration TMS Parent Group Parents
Delta College Math Competition	1, 2, 3, 4, & 6	All year	All Grades	* Utilize math tutoring to practice * Select 2-3 students per grade to participate * Collaboration and information from Delta College	Math tutor Math teachers SVSU TE 100 Candidates Parents
After School Math Tutoring	2, 3, & 4	All year	All	* Media center or classroom access	Administration Math tutors Parents
Love and Logic Program (Learning At Home)	1, 2, & 4	Weekly	All Grades	*Materials Love and Logic(L & L) on Learning *Reserve Location/refreshments *Associated books/reading from the L & L lending library	Social Worker Math Teacher(s) Counselors Administration Media specialist
Any extra funds, supplies, or resources needed for these activities? Yes					

**ONE-YEAR ACTION PLAN FOR EPSTEIN MODEL
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

School: Thompson Middle School				School Year: 2009-2010	
GOAL 3–BEHAVIORAL: (Select ONE goal for students, such as improving behavior, attendance, respect for others, safety, or another quality that requires improvement in the next school year.) Improve percentage and number of students demonstrating consistent daily attendance.					
Desired Result(s) for THIS goal: The desired result for this goal is to decrease absenteeism				How will you measure the result(s)? Attendance reports and fewer truancy cases.	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
“Attendance Summit”: for parents featuring guest speakers focused on the importance of attendance.	1, 2, 5 & 6	Fall	All Grades	* Receive approval for selected date and time for “Attendance Summit”. * * Prepare print material for parents regarding district polices and procedures for attendance and truancy concerns	Administration Truancy Officer Home School Aide Counselors
Parent newsletter Including articles highlighting attendance. Parent Portal(s) on Student Database System (Skyward)	6	Monthly	All Grades	* Attendance reports need to be given to counseling office for attendance articles * An appropriate form for monthly attendance drawing incentive.	Mr. Decuf Counseling Center TMS Staff Home School Aide
Regular phone calls home regarding unexcused absences and truancy concerns	2	Daily	All Grades	Accurate attendance reporting (Skyward) Parent Portal Access for monitoring	Home School Aide Staff Secretaries (to issue password (access))
Love and Logic Program (Parenting/Communication)	1, 2, & 4	Weekly	All Grades	*Materials Love and Logic(L & L) on Parenting/Positive Communication *Reserve Location/refreshments *Associated books/reading from the L & L lending library	Social Worker Truancy Officer Counselors Administration Media specialist
Any extra funds, supplies, or resources needed for these activities? Yes					

**ONE-YEAR ACTION PLAN FOR EPSTEIN MODEL
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

School: Thompson Middle School				School Year: 2009-2010	
GOAL 4—CLIMATE OF PARTNERSHIP: (Required goal.) Identify ALL OTHER family and community partnership activities for the six types of involvement that the school will conduct to create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check <i>Starting Points</i> for activities that will help create a climate of partnership in the next school year: Strengthen the six types of family and community involvement.					
Desired Result(s) for THIS goal: Increased parent and community involvement				How will you measure the result(s)? Surveys and sign-ins at events	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Thompson Middle School Parent Group Meetings	3	Once a month	All Grades	* Coordinate dates and times with parent group president and members	Administration Parent Group President Parent Group Members Staff
Career Day	6	Annually (Spring)	All Grades	* Receive approval for selected date and time for parent meeting. * Contact speakers * Room assignments/schedules/ speakers	Administration Counselors Teachers Parent Group President
Family Fun Night		Annually March-April	All Grades	* Receive approval for selected date and time for Family Fun Night * Generate resources for games and prizes * Contact community businesses and organizations for participation * Parent volunteers scheduled	Administration Parent Group President Parent Group Members Staff
Love and Logic Program (Parenting/Communication)	1, 2, & 4	Weekly	All Grades	*Materials Love and Logic(L & L) on Parenting/Positive Communication *Reserve Location/refreshments *Associated books/reading from the L & L lending library	Social Worker Truancy Officer Counselors Administration Media specialist
Any extra funds, supplies, or resources needed for these activities?					

Literacy Portfolio Products Sixth Grade

ELA

<u>First Semester</u>	Date	Second Semester	Date
<u>Personal Narrative</u> <i>Authentic Writing</i>		<u>Persuasive Essay</u> <i>Authentic Writing</i>	
<u>Personal Essay</u> <i>Authentic Writing</i>		<u>Fantasy</u> <i>Authentic Writing</i>	
<u>Poetry</u> <i>Authentic Writing</i>		<u>Research Project</u> <i>Writing-to-Demonstrate Learning</i>	

Math

<u>First Semester</u>	Date	Second Semester	Date
<u>Admit Slip or Exit Slip</u> Writing-to-Learn		<u>Mathematics Log</u> Writing-to-Learn	
<u>Learning Log on a Research Article</u> Writing-to-Learn		<u>Process Paper</u> Writing-to-Demonstrate Learning	
<u>Short Paper Involving Research – reference at least 2 articles</u> <i>Writing-to-Demonstrate Learning</i>		<u>Academic Paragraph</u> Writing-to-Demonstrate Learning	

Science

<u>First Semester</u>	Date	Second Semester	Date
<u>Scientific Method Article Assignment</u> <i>Writing-to-Demonstrate Learning</i>		<u>Short Paper Involving Research – reference at least 2 sources</u> <i>Writing-to-Demonstrate Learning</i>	
<u>Observation Log w/ labeled diagram or sketch</u> <i>Writing-to-Demonstrate Learning</i>		<u>Student designed Scientific Investigation & Lab Report</u> Writing-to-Demonstrate Learning	
<u>Lab Report</u> <i>Writing-to-Demonstrate Learning</i>		<u>Open-response Question</u> <i>Writing-to-Demonstrate Learning</i>	

Social Studies

<u>First Semester</u>	Date	Second Semester	Date
<u>Cornell Notes</u> <i>Writing-to-Learn</i>		<u>USA Today Snapshot</u> <i>Writing-to-Demonstrate Learning</i>	
<u>Exit Slip</u> <i>Writing-to-Learn</i>		<u>Letter to Editor</u> <i>Authentic Writing</i>	
<u>Summary</u> <i>Writing-to-Demonstrate Learning</i>		<u>Capstone Project</u> <i>Research</i>	

Literacy Portfolio Products Seventh Grade

	<u>First Semester</u>	Date	Second Semester	Date
ELA	<u>Memoir</u> <i>Authentic Writing</i>		<u>Mystery</u> <i>Authentic Writing</i>	
	<u>Problem/Solution Report</u> <i>Authentic Writing</i>		<u>Comparative Report</u> <i>Authentic Writing</i>	
	<u>Poetry</u> <i>Authentic Writing</i>		<u>Research Project</u> <i>Writing-to-Demonstrate Learning</i>	

	<u>First Semester</u>	Date	Second Semester	Date
Math	<u>Admit Slip or Exit Slip</u> Writing-to-Learn		<u>Mathematics Log</u> Writing-to-Learn	
	<u>Learning Log on a Research Article</u> Writing-to-Learn		<u>Process Paper</u> Writing-to-Demonstrate Learning	
	<u>Short Paper Involving Research – reference at least 2 articles</u> <i>Writing-to-Demonstrate Learning</i>		<u>Academic Paragraph</u> Writing-to-Demonstrate Learning	

	<u>First Semester</u>	Date	Second Semester	Date
Science	<u>Scientific Method Article Assignment</u> <i>Writing-to-Demonstrate Learning</i>		<u>Short Paper Involving Research – reference at least 2 sources</u> <i>Writing-to-Demonstrate Learning</i>	
	<u>Observation Log w/ labeled diagram or sketch</u> <i>Writing-to-Demonstrate Learning</i>		<u>Student designed Scientific Investigation & Lab Report</u> Writing-to-Demonstrate Learning	
	<u>Lab Report</u> <i>Writing-to-Demonstrate Learning</i>		<u>Open-response Question</u> <i>Writing-to-Demonstrate Learning</i>	

	<u>First Semester</u>	Date	Second Semester	Date
Social Studies	<u>Cornell Notes</u> <i>Writing-to-Learn</i>		<u>USA Today Snapshot</u> <i>Writing-to-Demonstrate Learning</i>	
	<u>Exit Slip</u> <i>Writing-to-Learn</i>		<u>Letter to Editor</u> <i>Authentic Writing</i>	
	<u>Summary</u> <i>Writing-to-Demonstrate Learning</i>		<u>Capstone Project</u> <i>Research</i>	

Literacy Portfolio Products Eighth Grade

ELA	<u>First Semester</u>	Date	Second Semester	Date
	<u>Realistic Fiction</u> <i>Authentic Writing</i>		<u>Historical Expository (Biography)</u> <i>Authentic Writing</i>	
	<u>Historical Expository (Journal Entry)</u> <i>Authentic Writing</i>		<u>Science Fiction</u> <i>Authentic Writing</i>	
	<u>Poetry</u> <i>Authentic Writing</i>		<u>I-Search Paper (Research Project)</u> <i>Writing-to-Demonstrate Learning</i>	

Math	<u>First Semester</u>	Date	Second Semester	Date
	<u>Admit Slip or Exit Slip</u> Writing-to-Learn		<u>Mathematics Log</u> Writing-to-Learn	
	<u>Learning Log on a Research Article</u> Writing-to-Learn		<u>Process Paper</u> Writing-to-Demonstrate Learning	
	<u>Short Paper Involving Research – reference at least 2 articles</u> <i>Writing-to-Demonstrate Learning</i>		<u>Academic Paragraph</u> Writing-to-Demonstrate Learning	

Science	<u>First Semester</u>	Date	Second Semester	Date
	<u>Scientific Method Article Assignment</u> Writing-to-Demonstrate Learning		<u>Short Paper Involving Research – reference at least 2 sources</u> Writing-to-Demonstrate Learning	
	<u>Observation Log w/ labeled diagram or sketch</u> Writing-to-Demonstrate Learning		<u>Student designed Scientific Investigation & Lab Report</u> Writing-to-Demonstrate Learning	
	<u>Lab Report</u> Writing-to-Demonstrate Learning		<u>Open-response Question</u> Writing-to-Demonstrate Learning	

Social Studies	<u>First Semester</u>	Date	Second Semester	Date
	<u>Cornell Notes</u> Writing-to-Learn		<u>USA Today Snapshot</u> Writing-to-Demonstrate Learning	
	<u>Exit Slip</u> Writing-to-Learn		<u>Letter to Editor</u> Authentic Writing	
	<u>Summary</u> Writing-to-Demonstrate Learning		<u>Career Quest Blog</u> Research	