

School Improvement Plan for Years: 2006-07 to 2010-2011

Building: Central Middle School Contact Person: Jeff Hall

Date Approved by the School Improvement Committee:

TABLE OF CONTENTS

<u>Introduction</u>	2
How School Improvement Works	
Evaluation of Process	
Timeline	
Annual Summary for past 3-5 Year Plan	
<u>Planning and Support</u>	4
School Improvement Team	
Decision-Making Process	
Mission Statement	
Adult Roles	
Belief Statements	
<u>Curriculum Process</u>	6
Curriculum Alignment	
<u>Coordination and Integration of Resources, Initiatives and Services</u>	7
Parent Involvement	
Community Resources and Volunteers	
On-the-Job-Learning	
Technology	
Alternative Measurements for Assessment	
Staff Development	
<u>Data Collection for the Student Profile</u>	8 & 14
Accreditation Status	
MEAP	
Gender Data and Statement	
Assessment	
SAT, ACT, PLAN, and AP Data	
Optional Sources of Information Developed and Designed by the Building	
Summary of Data	
<u>Goals Summary</u>	47
<u>Advanced and Accelerated, At-Risk, Career Preparation</u>	9 & 10
<u>Title I Schoolwide Plan, Ten Components Index</u>	2
<u>Statement of Nondiscrimination</u>	50

School-wide Title 1 buildings must have the following ten elements:

1. Comprehensive needs assess	Page 10
2. School-wide reform strategies.....	Page 24
3. Highly Qualified Staff.....	Page 38
4. Strategies to attract High Quality Highly Qualified teachers to high needs school	Page 38
5. High Quality and Ongoing Professional Development.....	Page 39
6. Parent Involvement.....	Page 39
7. Transition plans	Page 44
8. Teacher Participation in Assessment Decisions	Page 44
9. Timely Additional Assistance.....	Page 45
10. Coordination of Services and Programs.....	Page 46

INTRODUCTION AND SUMMARY

At the start of the 2005-2006 school year, Central Middle School began working on components needed for designation as a schoolwide Title school. Discussion with our regional Title director led us to enlist the help of the The Michigan Middle Start Partner Organization. Through this organization, we were able to have a leadership coach assigned to work with our building. This coach was intended to support our entire staff as we addressed the ten essential components of schoolwide programs. This process included conducting a comprehensive needs assessment, identifying and training staff with effective methods and instructional strategies that are based on scientifically based research, and identifying ways to support all students – particularly those that have been historically underserved. Mary Alice Krajenta from Central Michigan University was our leadership coach and she provided focus for the building leadership team and the entire staff. She also instructed staff on best practices for good teaching, working with TEAMS and individuals. Leadership participation roles will expand next year and we will be addressing specific roles that counseling may fill to support student achievement and parental involvement.

Charlette Taylor served as our literacy coach and supported the entire instructional staff with best practice strategies for improving writing across the curriculum. Our student academic achievement data analysis identified writing as a common need. Our literacy coach was also able to work with grade level ELA teams to enhance alignment with the GLCE’s and identify specific teaching strategies and assessments for all content areas in ELA. The literacy coach will continue to support the schoolwide focus of vocabulary and writing across all curricular areas next year.

Our school improvement work this year has involved the entire staff. Our leadership team, comprised of

teaching staff, has been instrumental in maintaining full staff participation. They have constantly gathered input from all stakeholders for focus and direction. While the leadership team has organized and run all of the staff meetings this school year, they have done so with the guidance and input of the entire staff. The leadership team will continue to design professional development in the building and will have an added focus of expanding the leadership roles in the building.

Central staff targeted all four core areas for goals to address in the school improvement plan. Staff self selected to work on each goal group and, with data from MEAP as well as report card information determined the SMART goal for their goal group. Further collaboration continued throughout the school year at staff meetings as well as in specific meetings with coaches and district coordinators to identify focus areas as well as appropriate assessment tools. This collaboration and assessment will continue.

Asking the tough questions about what the data shows us in regard to goal achievement will be a focus. We will strive to have data-driven instruction be part of the sustained culture of the building.

How School Improvement Works In Our District

School Improvement is a two-prong process: strategic planning and annual school improvement planning. Last year the Strategic Planning/District School Improvement Committee (SP/DSIC) initiated a complete revision of the District's Strategic Plan I. It was updated to meet the needs of a changing environment. Five strategic areas were defined and the vision for the district has been clarified.

SP/DSIC has been formed according to PA 335 with membership from all stakeholders. Annually, this group reviews the District School Improvement Plan and determines how far we have come in attaining the goals of our plan. This year SP/DSIC will create a new five-year plan based on our needs assessment. Until this full plan is completed, an ANNUAL SUMMARY will be written and submitted to the ESA each year, according to the PA 335. This ANNUAL SUMMARY will define progress toward the goals as well as define any adjustment necessary to the District School Improvement Plan.

Evaluation of Process

SP/DSIC annually reviews progress on the Strategic Plan and progress on the goals of the Improvement Plan. In addition, the committee discusses whether any changes need to be made in the annual process, membership of the committee, and/or the facilitation of the committee. The goal is that the process allows

the committee to judge progress toward the goals and then re-confirm or modify the goals for the remainder of the plan. The process also enables communication of this information to the Board, school buildings and the community.

PLANNING AND SUPPORT

School Improvement Team

Members of our School Improvement Committee were selected to represent various stakeholders in our community. The Committee is involved in the planning, development, implementation, and evaluation of our Strategic Plan II and the District Improvement Plan. Central has a staff Leadership Team that involves all staff members in the needs assessment, strategy implementation and professional development planning. There are regular reports and discussions with our parent groups for input and progress reports.

<u>Position</u>	<u>Name</u>
Building Administrator Leadership Team	Jeff Hall Jeanne Watt Kathy Romain Bernadette Wood Mike Trebilcock Ken Candela Shannon Blasy Gayle Grant
Teachers	Jil Courier Andrea Cruff Patty Evans Sue Huddleston Wendy LaCourt Lori Marsh Ann Poellet Bev Sloggett Sue Trahan
Other School Employees	Chris Coyer Jeanne Dellar Tom Evans Jennifer Jaster Jennifer Lenon Fran Martinez Sarah Roller Deb Smith Rebecca Ward
Parents	Melinda Coyle Sharon DeRees Barb Haines Tim Kipfmiller Marnie Malacara Mark Pobocik Lynda Ryden Larry Timm
Community	Mary Alice Krajenta Charlette Taylor Susan Johnson Marilyn Brooks Robert Cooper Dorothy Horan Mike Federspiel Laura Hollenbeck Vicki Bork Carol Varner Susan Davis Mary Pat Bagroski

Decision-Making Process

The District uses a collaborative process to make decisions regarding budgets, personnel, and instructional programs. Input is sought from school administrators, teachers, other school personnel parents and other members of our community (as appropriate) before decisions are put into place. The Strategic Planning/ District School Improvement Committee is one such example. The committee has members from all representative groups. This committee reviews the status of the achievement in comparison to the goals and recommends the direction of the next steps to be taken.

Mission Statement:

The mission of the Midland Public Schools, in partnership with our community, is to create a school system that best enables all students to become knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Adult Roles

Since the initial Strategic Plan was adopted by the Board of Education in 2002, MPS has been working to create a learning environment that fosters the adult roles listed below.

Knowledgeable Person

- a. Acquires and integrates critical information necessary for success as a lifelong learner.
- b. Effectively utilizes strategies and skills necessary for success as a lifelong learner.

Complex Thinker

- a. Examines issues and situations and develops a reasoned response.
- b. Selects from a variety of complex reasoning strategies and uses them effectively. Strategies may include the following: comparison, classifying, structural analysis, supported induction, supported deduction, error analysis, constructing support, extending, decision making, investigation, systems analysis, problem solving, experimental inquiry, invention.

Information Processor

- a. Skillfully uses a variety of information gathering techniques and resources to locate information.
- b. Effectively interprets and synthesizes information.
- c. Accurately assesses value of information for a given situation.

Effective Communicator

- a. Actively listens to others.
- b. Expresses ideas clearly.
- c. Effectively communicates with diverse audiences.
- d. Effectively communicates through a variety of mediums.
- e. Effectively communicates for a variety of purposes.

Self-Reliant Learner

- a. Initiates learning.
- b. Exercises independent judgment.
- c. Perseveres to accomplish goals.
- d. Seeks to improve performance.

Cooperative Learner

- a. Works with others to achieve learning.
- b. Demonstrates effective interpersonal skills.
- c. Assesses and monitors own role to contribute to group.
- d. Uses expertise of others to extend and refine own learning.

Ethical Learner

- a. Makes decisions that balance self-interest with consideration for others.
- b. Fairly represents own work and work of others.
- c. Credits work of others.

Belief Statements.

We believe that:

- Every individual is unique and has worth and value.
- Self-esteem is essential for the development of the total person.
- The student, family, school and community are partners sharing the responsibility for learning.
- Continuous improvement requires risk-taking and change.
- The most effective decision-making is the result of cooperative efforts.
- A climate of trust and cooperation leads to effective communication.
- An organization can be structured so that all individuals can exceed expectations.
- The survival of a democratic society depends on an educated citizenry.
- Each individual has the ability and capability to continually learn and improve.
- All individuals have the right to a quality education.

CURRICULUM PROCESS

Strategic Plan II has outlined three strategic goals for curriculum: 1.) Instruction will be based on written curriculum that is aligned with the adopted content standards and benchmarks, 2.) All teachers will use instructional practices that engage each student and promote learning, and 3.) Curriculum areas will monitor students needs and adjust programs to better meet those needs.

Curriculum Alignment

By the end of this five-year plan:

- All courses will have written curriculum guides that are aligned with the mission and beliefs.
- All guides will be aligned with the Michigan Curriculum Core Curriculum Standards and Benchmarks as

outlined in the Michigan Curriculum Frameworks.

- Best practice will be included in each curriculum guides.
- Effective common assessments will be in place for core areas.
- Descriptions of how technology should be used as a tool for learning will be included in the guides.
- Direction for incorporating career pathways into curriculum will be included into the guides.
- Instruction for effective use of the guide will be included in the guides.
- New processes will be in place to monitor and assess the needs of students and parents and their satisfaction with the current curriculum.

COORDINATION AND INTEGRATION OF RESOURCES, INITIATIVES AND SERVICES

Parental & Community Resources

Central has mentors from the community that work with students in English Language Arts and math. Often community members are guests at Central as Expert Speakers. Parent volunteers are utilized on a regular basis offering a wide range of support that includes: school improvement liaisons, performance supervisors, school store managers, special school activity chaperones and PTC fund raising assistants.

On-the-Job-Learning

Our current Comprehensive Guidance Program provides Career Pathways information to grades K-12. After the current District Career Technical Education Committee gives its recommendation to the Board, the following goals may need to be fine-tuned.

- Establish an on-going committee of school and business personnel to serve as partners in planning the program for career preparation.
- MPS will also explore more:
 - Co-op positions for high school students,
 - Job shadowing for middle school students
 - Field trips and speakers for elementary students
 - Staff visits and experiences in the workplace to have them become more understanding of the workplace

Central is involved in **On-the-Job-Learning** in the following ways:

- Supporting student involvement in “Take Your Child to Work Day”
- Supporting parent arrangement of job site visitations
- CI students participate in an extensive job site visitation program and actually work for 1 or 2 hour shifts for community based instruction.
- Central students complete *Career Cruising* and participate in *The Reality Store*.

Technology (See Strategic Plan II and/or the District Technology Plan on the MPS web site or Building Offices.)

Technology is an integral part of the MPS, both as a learning tool and as a working part of the organization. Our Technology Plan for the district outlines our plan in detail. It is available at any building office and from the Coordinator of Instructional Media and Technology. In addition, Technology is one of the six areas of Strategic Plan II. The Strategic Goal is to enhance student learning and staff effectiveness by expanding integration of computer, communications, and curriculum related technology throughout the Midland Public Schools.

Central Middle School has a staff member designated to support technology in the building. Her role encompasses total software support for instruction such as power point, video streaming and on-line study programs. Technology support is also available for grade reports and data tracking building wide. All staff are utilizing technology for classroom lessons as well as expanding writing opportunities.

Alternative Measurements for Assessment

Coordinators of each curricular area work with staff at vertical coordination meetings and staff development sessions to develop, implement, and assess the use of alternative assessments. This work will continue over the next five years to develop common aligned assessments for each subject and grade. As each curriculum guide is revised, common, and then alternative, assessments will be included.

As each building writes a new three to five year plan, it will be required to have at least three assessments to verify need and accomplishment. One will be MEAP the other two will be alternatives they select.

Common Assessments

Central is in the process of developing and using assessments to a greater extent. During the 2005-06 school year Social Studies is at the planning stage, Math and ELA are developing common assessments and science is in the first year of implementing district unit assessments. We will continue to increase our understanding of using assessments and data to better inform instruction.

Grades

Central has started the process of studying grades and grade distribution to better understand the gaps that may exist between sub groups. Utilizing this data we may be able to see which populations are underserved and improve the equity of education in our school.

Data Walls

We have begun the implementation of Data Walls by making staff aware of the process. We will be continuing this process to increase teachers' focus and purposeful teaching.

Studying Student Work

During the 2007-08 school year Central began the process of studying student work by using the Standards in Practice Protocol. We will be expanding this process next year to include the schoolwide process of examining student writing utilizing a slice protocol.

Coordination of Schoolwide Title Services and Programs

Central has established their school improvement plan after gathering and analyzing data from varied sources. Needs in curriculum and instruction have been identified and changes have been made or are in the process of being made. Gaps in sub-groups and individual students with needs have been identified. The building uses resources from Title I, Title IIA and Title IID. Central utilizes the services of a literacy and leadership coach from Middle Start, a Comprehensive School Reform Model. Staff and parents work together to identify student needs and coordinate targeted services. Central Middle School works with local agencies including community mental health, family court, department of human services, tutoring, literacy council, Big Brothers/Big Sisters and other assistance agencies to meet the identified needs of our students. In addition, Central Middle Schools offers universal breakfast based upon the high percentage of students that qualify for free or reduced lunch. The needs are identified by staff, parents and students.

MEETING THE NEEDS OF ADVANCED AND ACCELERATED STUDENTS

- Differentiated Instruction for all classes.
- Extended math in 6th grade designed to enrich and extend the math curriculum.
- Point levels in math grades 7 & 8.
- Students can be placed one or two grade levels ahead.
- Individual student programs can be designed based upon a student's needs.
- Enrichment programs in choir and music are provided.

CAREER PREPARATION

In May, the Board is expecting a report from the newly convened District Career Technical Education Committee. Their charge was to evaluate the current MPS career preparation program and make recommendation they think would ensure that our students have K-12 opportunities to gain the skills, knowledge, and experiences they need to make reasoned career choices when they graduate. The Board will review the recommendations and take appropriate action to respond to these needs. The SP/DSIC will examine the impact of these recommendations through the annual review process.

Central is involved in Career Preparation in the following ways:

- Career Cruising is used in the sixth and eighth grades
- Seventh grade students take a semester careers class
- Career Pathways are explored in the eighth grade with each student receiving information and high school and middle school counselors working with students to identify and schedule students
- Eighth grade students complete an EDP
- All eighth grade students participated in *The Reality Store*

COMPREHENSIVE NEEDS ASSESSMENT

DATA COLLECTION AND STUDENT PROFILE

School: Central Middle School

Principal: Jeffrey Hall

Date: 4-3-09

Enrollment

1. What grade levels are taught in this school? 6,7, & 8 grades
2. What is the current enrollment? 434 students
3. What has been the enrollment trend? Decreasing - Central Middle School enrollment has decreased 130 students over the past 5 years.
4. What is the student demographic data?

	<u>#</u>	<u>%</u>
Gender		
Male	225	51.8%
Female	209	48.2%

Economically disadvantaged: 217 50%

Ethnicity

American Indian	2	.5%
Caucasian	407	93.7%
Hispanic	10	2.3%
African American	13	3.0%
Asian	2	.5%

Students with IEPs 96 22.1%

Limited English Proficient (LEP) 1 .2%

Homeless 0 0%

Central Middle School has a relatively stable student population with over 90% of our students continuing enrollment from one year to the next school year. This has been consistent over the past 5 school years.

Staff

1. What is the average number of years teachers in this school have been teaching? 12.7 years
2. What is the average number of years current teachers have been assigned to this school? 9.7 years
3. How long has the administration been assigned to this school?

Principal: .7 years

Assistant Principal: 11.7 years

Student Attendance:

During 2007-2008 school year, Central Middle School's average daily attendance was 94.4%. For students that display a pattern of absences, our assistant principal has been deputized by the Family Court in Midland County as a truancy officer.

Parent/Community

Describe/list the types of family/community participation/engagement that are in place to support student achievement?

Designed to encourage two way communication

- Planners, phone calls, behavior sheets, progress reports, e-mails, parent/teacher conferences, IEPs

Designed as one way communication

- Websites, Moodle, newsletters, phone calling system

Designed to actively involve parents/community in the decision making at the building

- Parent Teacher Council, Parent Surveys

Designed to actively involve parents/community in student learning

- Literacy night, Math night, Title one information night

Parent/Teacher Conferences Attendance:

Fall 2007 – 78%

Spring 2008 - 60%

1. Based on the staff discussion about the parent/teacher conferences attendance, is there a concern? Yes
2. What are the concerns? A) Overall attendance is below 90%, and B) the spring attendance is significantly lower than the fall attendance.
3. What are possible causes? Work schedules and parents may be using alternative forms of communication with teachers such as e-mail and phone calls.

Summary of school enrollment, staffing and parent community: concerns, factors, and actions

1. Concern: Decreasing enrollment

Factors identified that contribute to concern: lower birth rate in county, decreasing school age population, & moving to other areas due to high unemployment

Possible action: continue to assess data to meet the needs of students

2. Concern: High Percentage of Students with IEPs

Factors identified that contribute to concern: Central houses program for the cognitively impaired for the district, feeder school have previously identified students as disabled

Possible action: District has implemented RTI at the elementary level to ensure proper identification of special education students

3. Concern: Low attendance at Parent/Teacher conferences

Factors identified that contribute to concern: Work schedule and parent using other forms of communication including e-mails and phone calls

Possible action: Personal contact with parents encouraging them to attend, flex times for when conferences are held.

Accreditation Status

Central earned a grade of “A” based upon the *Education YES!* System.

Achievement Status: A

Indicators of school performance: A

Adequate Yearly Progress: Met AYP

MEAP Assessment Test Data

Subgroup analysis

(* = less than 10 students)

Mathematics	6th Grade		7th Grade		8th Grade	
	% Satisfactory (Levels 1 & 2)		% Satisfactory (Levels 1 & 2)		% Satisfactory (Levels 1 & 2)	
Group	2006	2007	2006	2007	2006	2007
All Students	88.0%	78.0%	71.0%	71.0%	73.0%	80.0%
Male	86.0%	77.0%	64.0%	72.0%	74.0%	79.0%
Female	91.0%	80.0%	77.0%	70.0%	71.0%	81.0%
Amer. Indian or Alaskan Nat.	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*
Black, Not of Hispanic Origin	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
White, Not of Hispanic Origin	90.0%	80.0%	72.0%	73.0%	75.0%	81.0%
Multiracial	*	*	*	*	*	*
Non-LEP	88%	78%	71%	71%	73%	80%
Limited English Proficiency (LEP)	*	*	*	*	*	*

Non-Economically Disadvantaged	95.0%	81.0%	82.0%	82.0%	89.0%	91.0%
Economically Disadvantaged	81.0%	76.0%	54.0%	62.0%	72.0%	65.0%
No Disability	91%	85%	77%	71%	82%	83%
Disability	71%	21%	25%	75%	22%	53%

ELA	6th Grade		7th Grade		8th Grade	
	% Satisfactory (Levels 1 & 2)		% Satisfactory (Levels 1 & 2)		% Satisfactory (Levels 1 & 2)	
Group	2006	2007	2006	2007	2006	2007
All Students	87.0%	82.0%	78.0%	83.0%	79.0%	83.0%
Male	83.0%	77.0%	76.0%	80.0%	80.0%	77.0%
Female	93.0%	89.0%	80.0%	87.0%	78.0%	88.0%
Amer. Indian or Alaskan Nat.	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*
Black, Not of Hispanic Origin	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
White, Not of Hispanic Origin	87.0%	84.0%	80.0%	84.0%	80.0%	84.0%
Multiracial	*	*	*	*	*	*
Non-LEP	87%	82%	78%	83%	79%	83%
Limited English Proficiency (LEP)	*	*	*	*	*	*
Non-Economically Disadvantaged	90.0%	89.0%	68.0%	91.0%	67.0%	88.0%
Economically Disadvantaged	84.0%	75.0%	87.0%	76.0%	87.0%	77.0%
No Disability	89%	92%	86.0%	84%	87.0%	88%
Disability	75%	7%	40.0%	71%	41.0%	56%

Science 8th Grade		
Group	% Satisfactory (Levels 1 & 2)	
	2006	2007
All Students	82.0%	85.0%
Male	84.0%	84.0%
Female	80.0%	86.0%
Amer. Indian or Alaskan Nat.	*	*

Asian or Pacific Islander	*	*
Black, Not of Hispanic Origin	*	*
Hispanic	*	*
White, Not of Hispanic Origin	84.0%	86.0%
Multiracial	*	*
Non-LEP	82%	85%
Limited English Proficiency (LEP)	*	*
Non-Economically Disadvantaged	89.0%	92.0%
Economically Disadvantaged	72.0%	76.0%
No Disability	87.0%	90%
Disability	53.0%	55%

Social Studies 6th Grade		
Group	% Satisfactory (Levels 1 & 2)	
	2006	2007
All Students	91%	76.0%
Male	89%	73.0%
Female	94%	80.0%
Amer. Indian or Alaskan Nat.	*	*
Asian or Pacific Islander	*	*
Black, Not of Hispanic Origin	*	*
Hispanic	*	*
White, Not of Hispanic Origin	92%	92.0%
Multiracial	*	*
Non-LEP	91%	76%
Limited English Proficiency (LEP)	*	*
Non-Economically Disadvantaged	88%	85.0%
Economically Disadvantaged	94%	67.0%
No Disability	95%	86%
Disability	68%	12%

*** = less than 10 students assessed**
2008 MEAP Results

Subgroup analysis

Mathematics			
Group	6 th Grade % Satisfactory (Levels 1 & 2)	7 th Grade % Satisfactory (Levels 1 & 2)	8 th Grade % Satisfactory (Levels 1 & 2)
	2008	2008	2008
All Students	83%	83%	82%
Male	85%	81%	85%
Female	80%	86%	78%

Amer. Indian or Alaskan Nat. Asian or Pacific Islander Black, Not of Hispanic Origin Hispanic White, Not of Hispanic Origin Multiracial	83%	87%	82%
Non-LEP Limited English Proficiency (LEP)	83%		
Non-Economically Disadvantaged Economically Disadvantaged	92% 76%	90% 75%	87% 76%
No Disability Disability	91% 56%	92% 33%	86% 44%

ELA			
Group	6 th Grade % Satisfactory (Levels 1 & 2)	7 th Grade % Satisfactory (Levels 1 & 2)	8 th Grade % Satisfactory (Levels 1 & 2)
	2008	2008	2008
All Students	81%	82%	81%
Male	76%	79%	79%
Female	86%	84%	84%
Amer. Indian or Alaskan Nat. Asian or Pacific Islander Black, Not of Hispanic Origin Hispanic White, Not of Hispanic Origin Multiracial	82%	83%	82%
Non-LEP Limited English Proficiency (LEP)	81%	82%	82%
Non-Economically Disadvantaged Economically Disadvantaged	92% 72%	87% 75%	85% 77%
No Disability Disability	89% 55%	91% 28%	85% 53%

Science 8th Grade	
Group	% Satisfactory (Levels 1 & 2)
	2008

All Students	84%
Male	86%
Female	81%
Amer. Indian or Alaskan Nat. Asian or Pacific Islander Black, Not of Hispanic Origin Hispanic White, Not of Hispanic Origin Multiracial	83%
Non-LEP Limited English Proficiency (LEP)	85%
Non-Economically Disadvantaged Economically Disadvantaged	85% 82%
No Disability Disability	87% 63%

Social Studies 6th grade	% Satisfactory (Levels 1 & 2)
Group	2008
All Students	79%
Male	82%
Female	75%
Amer. Indian or Alaskan Nat. Asian or Pacific Islander Black, Not of Hispanic Origin Hispanic White, Not of Hispanic Origin Multiracial	79%
Non-LEP Limited English Proficiency (LEP)	79%
Non-Economically Disadvantaged Economically Disadvantaged	85% 73%
No Disability Disability	84% 61%

*** = less than 10 students assessed**

Using information from the above chart for Sub-group data, answer the following questions:

1. Based on MEAP reports, which of the subgroups are not at or above the current state AYP content area targets? Our MEAP scores for students with IEPs are below state AYP targets in math 7th & 8th grade,

and 7th & 8th grade ELA. However, each disability subgroup is below 30 students. Therefore, each group is subject to statistically variability. Our disability subgroup ranges between 12 & 20 students.

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? Yes - Our MEAP scores for students with IEPs are 10 points below the state AYP targets in math 7th & 8th grade, and ELA 7th grade.
3. Based on the staff review of these data and information, what has the school staff determined to be the contributing cause for the gaps? Staff is receiving training in **6 + 1 traits of writing** and will begin using these methods to teach writing. In addition, we are reviewing our service delivery model for special education services. We are currently offering both co-taught and pull out classes.
4. What trends have been identified over the past 2 years? Our MEAP scores have remained relatively constant. Our overall student scores are at or above the state average.

MEAP Assessment Test Item Analysis

Using information gathered about how students in the building are doing on skills that are tested on the MEAP, discuss the following:

1. What skill areas is the building doing well on?

Math : Numbers & Operation fluency in consistently strong in all grades

Science: Constructive knowledge & Reflect Knowledge

Reading: Word study & Comprehension

Social Studies: Places & Culture, Issues & Events

2. When comparing the building with the district and state, which skills would the staff identify as a challenge area for the building? Staff has identified writing as our primary concern. In particular the constructed responses are weak.
3. When reviewing the district curriculum, where are these skills taught? Writing is taught in all grades through our language arts program.
4. Are these skills taught at the appropriate grade level? Yes, in addition this year teachers have received on going professional development in the area of writing using **6 + 1 Traits of Writing**.
5. How can this information be used for curriculum, instructional and remediation purposes? Refocusing on the Grade Level Content Expectations and using a common Rubric. **6 + 1 Traits of Writing** offers a methodology for teaching writing to meet the GLCEs. Role, Audience, Format, Topics (R.A.F.T.s) to increase perspective in writing.

What additional data sources were used to inform decision making about student achievement? School wide writes and grades.

Number of students receiving D or E grades

	<u>Jan 2008</u>	<u>June 2008</u>
6 th	15	20
7 th	17	22
8 th	23	20

School Wide Writes

Based on school wide writes, students needed additional instruction in organization, details, and vocabulary development.

Discipline Data

Year 2007-2008

	Suspensions
Grade	#
6	32
7	82
8	36
Total	150

Referrals to the office

Grade	#
6	100
7	138
8	49
Total	287

Year 2006-2007

	Suspensions
Grade	#
6	67
7	42
8	46
Total	155

Based upon a review of the discipline data, a number of interventions were implemented:

I-Can

In an attempt to help all students be successful academically, we started this program last year. Students are encouraged to maintain a 70% (C-) average in ALL of their classes. As a reward for attaining this grade minimum, students are able to attend a reward party. We do these parties two times per marking period – one in the middle of the marking period, and one a week before the end of the marking period. Our highlight activity at the end of the year is the chance for students to attend Michigan’s Adventure during a school day. If a student is not allowed to attend, they go to the “catch-up” rooms, and make-up missed assignments, with the hope that they will improve their grades. Teachers were expected to talk to the catch-up room students ahead of time and provide any make-up work that students need to complete for their class.

Another aspect of the program is using a Title 1 teacher to help students keep caught up in their classes. A select group of 10 students would be pulled out of 4th hour 15 minutes early (during SSR), go to the “iCan” room, and do make up work, while lunch was brought to them so that they did not have to stand in line. Tuesdays was math, Wednesdays was science, Thursdays was social studies, and Friday was English. (Monday could possibly be an encore day if needed). The group of 10 students changed from day to day, based on the teacher’s decision as to who needed it the most, and students were never required to attend. Teachers were expected to have the philosophy of helping students improve their grades either through redoing assignments, accepting late work, or extra credit as necessary. Again, the goal is to help students learn, and to help them reap benefits from the work they complete.

We did not include encore classes last year, since it was our pilot year. Some encore teachers have expressed interest that they would like their classes included in the 70% cutoff in order for students to attend the party. We would love to have encore involved, but it has to be all teachers willing to participate, or it will be very confusing for the students. So we need you to tell us your preference. We realize that many of you travel from building to building, and would completely understand if you feel it is just too much for you to be involved. I will keep the information anonymous, if you choose not to be involved.

Perception Data

Students

Students were surveyed regarding their perceptions about title 1 academic support and behavior support. 95% of students reported the assistance was helpful. 88% indicated the program was motivating.

Parents

Parents were surveyed regarding their perceptions about title 1 assistance. 90% of parents reported the assistance was helpful. 80% reported the program was motivating to their child.

Staff

Staff was surveyed regarding their perception about title 1 assistance. 95% of staff member reported the assistance was helpful. 95% of staff members reported the program was motivating to their child.

Summary of all Data

Central conducted a multi-faceted needs assessment looking at grades and MEAP results and assessing Central on the rubric from the National Forum to Accelerate Middle Grades Reform. The criteria on this rubric are categorized into four major areas: Academic Excellence, Developmental Responsiveness, Social Equity and Strong Organizational Support.

As a result of the grades and MEAP analysis Central has identified gaps in learning for:

- economically disadvantaged students and eighth grade, males in writing, and for
- economically disadvantaged students in math.

Additionally, economically disadvantaged students and males perform lower in classes as indicated by an analysis of report card grades.

As a result:

Central identified the focus areas of writing and vocabulary for schoolwide attention. Professional development was conducted to examine best practice strategies in vocabulary and writing. Two strategies were adopted for schoolwide implementation.

A schoolwide data base was established to track students' performance in grades and MEAP. This has resulted in teachers embedding additional support into the teaching day as well as a focused intervention program.

Goal Statement #1 - English:

Students will demonstrate their ability to use reading and writing as tools for thinking and learning.

Focus Areas:

- **Students will improve their skills in writing genre, writing process and personal style.**
- **Students will improve their comprehension and fluency by increasing their vocabulary and becoming more skillful at word recognition.**

The staff determined areas of concern and areas to sustain from the National Forum Rubric. Specific areas of concern are:

- maintaining a vision and raising accountability for improvement,
- focusing attention on improving professional practice in curriculum, instruction and assessment,
- engaging all students in learning, and
- providing enough time for all students to learn.

As a result:

Central has engaged teachers in dialogue through teaching area professional learning communities. Each group is focusing on the challenges that were identified.

Gaps exist between male and female performance (females performing higher) and between low SES and not low SES (not low performing higher). Staff as a whole and in the Core group areas has developed plans to assure that gaps are addressed. By using the common assessments and analyzing the students' learning needs teachers will be implementing strategies to correct the gaps. Re-teaching, extra learning time and mentoring will take place as needed.

School wide reform strategies

Rationale and Supporting Data (used in goal selection):

- MEAP: ELA, reading, and writing scores
- Language Arts grades on quarterly report cards
- Curriculum and performance assessments
- Teacher observations
- GLCE's

Assessments for Goal Effectiveness:

Standardized

- MEAP: ELA, reading, and writing scores

Local

- Grade level common assessments (7th and 8th Grade)
- Language Arts grades on quarterly report cards.
- 6+1 Traits of writing rubrics
- 6 point holistic rubric used on MEAP

Intervention Plan:

First Strategy - Teachers will model and instruct students on how to improve their skills in writing genre, writing process and personal style.

Second Strategy - Teachers will model and instruct students on how to comprehend and improve reading fluency by increasing their vocabulary and becoming more skillful at word recognition.

Measurable Objective Statement for First Strategy:

By 2010-11, approaching 100% of students will obtain proficiency on the writing MEAP.

Target: 100% proficient on the writing MEAP, 85% will receive a grade of: A, B, or C in Language Arts

Research Supporting First Strategy/Intervention Plan:

Research on Writing with the 6+1 Traits, Peter C. Bellamy.

http://www.nwrel.org/assessment/pdfGeneral/Research_On_61traits_Bellamy.pdf

Experimental Study on the Impact of the 6+1 Trait® Writing Model on Student Achievement in Writing, Michael Kozlow, Peter Bellamy, December 2004, Northwest Regional Educational Laboratory.

http://www.thetraits.org/pdfGeneral/Student_Achievement_in_Writing.pdf

Other research articles related to 6 + 1 Traits on <http://www.thetraits.org/research.php>

Summarization in Any Subject: 50 Techniques to Improve Student Learning, Rick Wormeli

Strategies for Differentiating in the Content Areas: Easy- to-Use Strategies, Scoring Rubrics, Student Samples, and Leveling Tips to Reach and Teach Every Middle-School Student, Beverly Strayer, Troy Strayer

State Board of Education Positive Behavior Support Policy," School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49 http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Research Supporting Second Strategy/Intervention Plan:

Strategic Instruction Model® - University of Kansas Center for Research on Learning – <http://kucl.org>

O'Brien, C. (2005) Modifying learning strategies for classroom success. TEACHING Exceptional Children Plus, 1(3) Article 3. Retrieved (date) from <http://scholarship.bc.edu/education/teplus/voll/iss3/3>

The LINCS Vocabulary Strategy by Edwin S. Ellis

"State Board of Education Positive Behavior Support Policy," School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

“State Board of Education Positive Behavior Support Policy,” School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49
http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Activities to Implement the Intervention	Professional Development	Evidence and Documentation	Resources
<p>First Strategy</p> <ul style="list-style-type: none"> · Teachers will attend training on 6+1 Traits to increase their knowledge of research and best practice in teaching the traits to students · Teachers will develop lessons in each trait area · Traits will be taught and reviewed throughout all grade levels · Teachers and students will use common 6+1 Trait rubrics to analyze writing in both student work and modeled pieces · Students will complete focused writing in each of the trait areas · Students will complete quarterly 	<p>Both Strategies</p> <ul style="list-style-type: none"> English Team Meetings Best Practices Professional Learning Communities English Meetings at District Level Staff Meetings Middle Start Seminars First Strategy District Provided 6+1 Traits 	<p>Both Strategies</p> <ul style="list-style-type: none"> Grade Level Content Expectations and Objectives Quarterly Assessments (7th and 8th Grade) District Common Assessments (in development) MEAP results Student Portfolios Report Card Grades 	<p>First Strategy</p> <p><u>6 + 1 Traits of Writing: The Complete Guide (Grades 3 and Up)</u> by Ruth Culham</p> <p>http://www.thetraits.org/</p> <p>Leadership Coaching</p> <p>Literacy Coach</p> <p>Title I Teacher</p> <p>Second Strategy</p> <p><u>Strategies That Work: Teaching Comprehension for Understanding and Engagement</u> by Stephanie Harvey and</p>

<p>assessments in writing to monitor understanding of writing skills (7th and 8th Grade)</p> <ul style="list-style-type: none"> · Teachers will instruct students in the use of RAFTs as a writing activity. R.A.F.T.s: Role, Audience, Format, Topic used to help students think and write from varying perspectives and experiment with different voice in writing. · Students will complete a variety of RAFTs · Teachers will model and instruct on how to use a variety of prewriting strategies (i.e. 4-square, outlining, webbing, brainstorming and various graphic organizers) · Teacher will model and instruct students in the use of common writing rubrics <p>Supplemental materials & trade books to support 6 + 1 Traits of Writing. The trade books will highlight each of the traits of writing.</p> <p>Second Strategy</p> <ul style="list-style-type: none"> · Teachers will develop lessons on comprehension and fluency based on <u>Strategies That Work</u> · Teachers will instruct students in a variety of reading strategies (based on <u>Strategies That Work</u>) to improve reading fluency and comprehension · Students will complete quarterly assessments in reading to monitor understanding of reading skills (7th and 8th Grade) · Teachers will instruct students in the use of LINC's as a vocabulary building activity (List the parts, Identify a 	<p>Training</p>		<p>Anne Goudvis</p> <p><u>Big Blocks: The Teacher's Guide to Big Blocks™</u> by Amanda Arens, Karen Loman, Patricia Cunningham, and Dorothy Hall</p> <p>Leadership Coaching</p> <p>Literacy Coach</p> <p>Title I Teacher</p>
---	-----------------	--	--

reminder word, Note a LINCing story, Create a LINCing picture and Self test) to build vocabulary

- Students will complete a variety of LINC's
- Teachers will teach a variety of vocabulary strategies including word walls and vocabulary dictionaries
- MEAP vocabulary (Buzz Words: common prompt words such as compare, identify, infer, describe, trace) will be reviewed throughout the year in the daily announcements

Both Strategies

Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:

- Assistance from English-Focus Title I teachers
- Small group instruction
- Extended time limits, modified assignments or test-taking procedures
- Extended curriculum will be provided for select students
- Differentiation/Scaffolding of instruction
- Grade level team meetings will be conducted for students who are experiencing difficulty attaining proficiency
- iCAN program: comprised of positive behavior component through grade incentives, and a lunch pull-out remediation component
- Mentoring (staff member to individual

Goal Statement #2- Mathematics:

student)			
----------	--	--	--

Each student will improve their reasoning and problem solving skills.

Focus Areas:

- Student will develop a stronger understanding of vocabulary to assist in problem solving in the areas of number and operations, algebra, measurement, geometry, data and probability.
- Students will incorporate writing in math class to increase understanding of math concepts.

Rationale and Supporting Data (used in goal selection)

- MEAP status scores
- Math grades on quarterly report cards
- Common curriculum and performance assessments
- Teacher observations
- Diagnostics Testing for Michigan Grade Level Content Expectations

Assessments for Goal Effectiveness:

Standardized: MEAP math scores.

Local:

- Grade level district semester assessments are currently in progress.
- Curriculum and performance assessments are intact.
- Teacher observations.

First Strategy/Intervention Plan: Teachers will model and instruct students on the LINCS vocabulary strategy which will assist in problem solving in the areas of number and operations, algebra, measurement, geometry and data and probability.

Second Strategy/Intervention Plan: Teachers will model and instruct students on the RAFTS writing strategy which will assist in problem solving in the areas of number and operations, algebra, measurement, geometry and data and probability.

Measurable Objective Statement:

By 2010-11, approaching 100% of students will attain levels of 1 or 2 on the math MEAP/MI ACCESS and 80% or above on staff developed assessments

Research Supporting this Intervention Plan:

First Strategy:

- O'Brien, C. (2005) Modifying learning strategies for classroom success. TEACHING Exceptional Children Plus, 1(3) Article 3. Retrieved (date) from <http://escholarship.bc.edu/education/tecplus/voll/iss3/3>
- Strategic Instruction Model® - University of Kansas Center for Research on Learning – <http://kucri.org>
- The LINC's Vocabulary Strategy, Edwin S. Ellis, Edge Enterprises; Rev edition (2000)
- "State Board of Education Positive Behavior Support Policy," School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49

Second Strategy:

- Strategies for Differentiating in the Content Areas: Easy-to-Use Strategies, Scoring Rubrics, Student Samples, and Leveling Tips to Reach and Teach Every Middle-School Student. Beverly Strayer, Troy Strayer
- Summarization in Any Subject: 50 Techniques to Improve Student Learning, Rick Wormeli
- "State Board of Education Positive Behavior Support Policy," School-wide Positive

Activities to Implement the Intervention	Professional Development	Evidence and Documentation	Resources
<p><u>Strategy #1:</u> <u>Vocabulary Activities</u></p> <ul style="list-style-type: none"> Students will do LINC's- (List the parts, Identify a reminder word, Note a LINCing story, Create a LINCing picture and Self test) to build vocabulary. Students will keep math journals Students will build Word Walls Student will create Math Dictionaries Students will take Vocabulary Quizzes, beginning, middle and end of year. <p><u>Strategy #2:</u> <u>Writing Activities/Interventions</u></p> <ul style="list-style-type: none"> R.A.F.T.S. (Role, Audience, Format, Topic used to help students think and write from varying perspectives and experiment with different voice in writing.) Teachers will instruct students in the 	<p>For All Strategies:</p> <p>Middle Start Seminars</p> <p>Best Practices</p> <p>Grade level meetings</p> <p>Subject Area, mathematics, meetings at district level.</p> <p>Professional Learning Communities</p> <p>Math Conferences</p>	<p>For All Strategies:</p> <p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>Student Portfolios</p> <p>District Common Assessments</p> <p>Report Card Grades</p> <p>MEAP</p>	<p>For All Strategies:</p> <p>Leadership Coaching</p> <p>Literacy Coach</p> <p>Title One Teachers</p> <p>RACE Rubric System</p> <p>Professional Learning Communities</p> <p>Kagan</p> <p>Test Taking Buzz Words</p> <p>SMART</p>

<p>use of RAFTS as a writing activity.</p> <ul style="list-style-type: none"> • Teachers model how to use common rubrics for extended response and problem solving. • Teachers will use the SLICE Protocol on extended responses and reflections. <p><u>Math Specific Activities</u></p> <ul style="list-style-type: none"> • Students will use the COST Rubric for Problem Solving by Gary Johns. (Correct mathematics, Organized answers, Shows work, Technically appropriate writing.) • Students will use the R.A.C.E.(Rubric, Answers completely, Complete sentences, Example): An assessment rubric for extended responses. *Developed by students and teachers within our building. • Students will use manipulatives to help with abstract concepts. • Students will use computer assisted instruction for practice. • Students will use peer tutoring • Students will partake in an adult mentor program. • Students will use graphic organizers • Students will have an opportunity to learn through differentiated instruction. 			Goals
--	--	--	-------

<ul style="list-style-type: none"> • Students will be continually assessed through unit testing throughout the year. • Students will take diagnostics tests- monitor/identify specific problems or inadequacies • Students will have the opportunity to be challenged by participating in the following competitions: America Mathematics Competition, Delta College Math Competition, Math Counts Competition. • Students will engage in mnemonics for order of operations. • Students will partake in QUIZ-QUIZ Trade, Kagan http://www.kaganonline.com/Catalog/Mathematics3.html <p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions.</p> <ul style="list-style-type: none"> • Students will participate in iCAN program, 8th Grade motivational and homework program. • Learning accommodations are provided for students who need assistance. • Students utilize in Cooperative Learning 			
---	--	--	--

Goal Statement #3 - Science:

Students will demonstrate knowledge and application of science concepts.

- Students will improve their ability to understand and apply science concepts by increasing their vocabulary and word recognition.
- Students will demonstrate understanding of science concepts by writing to learn.

Strategies, Kagan			
-------------------	--	--	--

Rationale and Supporting Data (used in goal selection)

- **MEAP science scores**
- **Science grades on quarterly report cards**
- **Curriculum and performance assessments**
- **Teacher observations**

Assessments:

Standardized

- **MEAP science scores**

Local

- **Grade level common assessments (these are in process of revision due to the state curriculum changes – GLCEs)**
- **Science grades on quarterly report cards.**

Intervention Plan:

First Strategy - Teachers will model and instruct students on how to improve their ability to understand and apply science concepts by increasing their vocabulary and word recognition.

Second Strategy - Teacher will model and instruct students on how to demonstrate understanding of science concepts by writing to learn.

Measurable Objective Statement:

By 2010-11, approaching 100% of students will demonstrate knowledge of application of science concepts by attaining levels one or two on the MEAP/MI Access.

Research Supporting this Intervention Plan:

First Strategy

O'Brien, C. (2005) Modifying learning strategies for classroom success. TEACHING Exceptional Children Plus, 1(3) Article 3. Retrieved (date) from <http://scholarship.bc.edu/education/tecplus/voll/iss3/3>

The LINC's Vocabulary Strategy, Edwin S. Ellis, Edge Enterprises; Rev edition (2000)

Strategic Instruction Model® - University of Kansas Center for Research on Learning – <http://kucl.org>

“State Board of Education Positive Behavior Support Policy,” School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Second Strategy:

Summarization in Any Subject: *50 Techniques to Improve Student Learning*, Rick Wormelli. “RAFTS”

Strategies for Differentiating in the Content Areas: Easy- to-Use Strategies, Scoring Rubrics, Student Samples, and Leveling Tips to Reach and Teach Every Middle-School Student. Beverly Strayer, Troy

Strayer

“State Board of Education Positive Behavior Support Policy,” School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49
http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Activities to Implement the Intervention	Professional Development	Evidence and Documentation	Resources
<p>First Strategy:</p> <ul style="list-style-type: none"> All students will participate in LINC's activities during every unit. (List the parts, Identify a reminder word, Note a LINCing story, Create a LINCing picture and Self test) to build vocabulary Students will be expected to use and be responsible for understanding vocabulary by applying to new situations. <p>Second Strategy:</p> <ul style="list-style-type: none"> Teachers will use the Slice Protocol to examine students writing samples. Teachers will model and instruct a variety of pre-writing strategies. <ul style="list-style-type: none"> Brainstorming, webbing, and listing. Teachers will instruct students in the use of RAFTs as a writing strategy. <ul style="list-style-type: none"> R.A.F.T.s: Role, Audience, Format, Topic used to help students think and write from varying perspectives and experiment with different voice in writing. Students will complete a variety of 	<p>For All Strategies: Professional Learning Communities</p> <p>Professional Development: Science Meetings at district level</p> <p>Professional Development: Staff Meetings</p> <p>Middle Start Seminars</p> <p>Best Practices</p> <p>Professional Development on Inner-rater Reliability</p> <p>Professional Learning Communities</p> <p>Professional</p>	<p>For All Strategies: Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>District Common Assessments (now under revision due to new curriculum)</p> <p>MEAP results</p> <p>Report Card Grades</p> <p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>District Common Assessments (now under revision due to new curriculum)</p>	<p>For All Strategies: Leadership Coaching</p> <p>Literacy Coach</p> <p>Leadership Coaching</p> <p>Literacy Coach</p>

Goal Statement #4 - Social Studies: Each student will demonstrate their ability to understand and apply the social studies grade level content expectations.

<p>RAFTs throughout the year.</p> <ul style="list-style-type: none"> Teachers will provide rubrics and model for students how to use rubrics to construct written responses. Students will complete constructed responses in each unit. <p>Supplemental materials to highlight science including National Geographic Publications</p> <p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:</p> <ul style="list-style-type: none"> Mentoring (staff member to individual student) Title I Teachers iCan program: comprised of positive behavior component through grade incentives, and a lunch pull-out remediation component. Extended time limits; modified assignments or test-taking procedures. Team teaching or cooperative teaching 	<p>Development: Science Meetings at district level</p> <p>Professional Development: Staff Meetings</p> <p>Middle Start Seminars</p>	<p>MEAP results</p> <p>Report Card Grades</p>	
--	---	---	--

Focus Areas:

- Students will demonstrate their ability to develop and use the social studies vocabulary of responsible and knowledgeable citizens.
- Students will use writing to increase and demonstrate their understanding of social studies concepts.

Rationale and Supporting Data (used in goal selection)

- MEAP: Social Studies scores
- Curriculum and performance assessments
- Teacher observations

Note: Midland Public Schools middle school social studies teachers are currently developing a district common assessment tool for the 2009-2010 school years.

Assessments for Goal Effectiveness:

Standardized:

- MEAP : Social Studies

Local:

- Curriculum and performance assessments
- Teacher Observations
- Report Card Grades (% of students receiving A/B/C)
- District Common Assessments (starting 2009-10)

Intervention Plan:

First Strategy – Teachers will model and instruct students on how to develop and use the social studies vocabulary of a responsible and knowledgeable citizen. (i.e. using vocabulary in writing assignments and class discussions)

Second Strategy – Teachers will model and instruct students on how to use writing to increase and demonstrate their understanding of social studies concepts. (i.e. persuasive essays and narratives)

Measurable Objective Statement:

By 2013-14, 100% of students will demonstrate their ability to understand and apply social studies Grade Level Content Expectations as measured by proficiency on the social studies MEAP and common grade level assessments.

Research Supporting this Intervention Plan:

First Strategy

The LINC's Vocabulary Strategy, Edwin S. Ellis, Edge Enterprises; Rev edition (2000)

O'Brien, C. (2005) Modifying learning strategies for classroom success. TEACHING Exceptional Children Plus, 1(3) Article 3. Retrieved (date) from <http://scholarship.bc.edu/education/tecpplus/voll/iss3/3>

Strategic Instruction Model® - University of Kansas Center for Research on Learning – <http://kucl.org>

“State Board of Education Positive Behavior Support Policy,” School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49
http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Second Strategy

Strategies for Differentiating in the Content Areas: Easy- to-Use Strategies, Scoring Rubrics, Student Samples, and Leveling Tips to Reach and Teach Every Middle-School Student.
Beverly Strayer, Troy Strayer

Summarization in Any Subject: 50 Techniques to Improve Student Learning
Rick Wormeli

“State Board of Education Positive Behavior Support Policy,” School-wide Positive Behavior Support: Implementation Guide 2008, Michigan Department of Education, p. 49

Activities to Implement the Intervention	Professional Development	Evidence and Documentation	Resources
<p>First Strategy</p> <ul style="list-style-type: none"> • Students will use LINC activities in social studies units • Teachers will create Word Walls in their classrooms. • Students will create and maintain a glossary of important social studies terms • Students will be given vocabulary quizzes and tests in social studies units. • Students will be required to use social studies vocabulary in class discussions and writing assignments. <p>Second Strategy</p> <ul style="list-style-type: none"> • Students will create RAFTs in social studies units. • Students will be required to create a variety of writing assignments on a weekly basis - journals, persuasive essays, narratives, fiction, captions, etc. • Teachers will use the Slice Protocol to examine student writing samples. • Teachers will model and instruct on how to use a variety pre-write strategies (i.e. 4 Square). 	<p>For All Strategies:</p> <p>Professional Learning Communities</p> <p>Middle Start seminars</p> <p>Best Practices</p> <p>Grade level meetings</p> <p>Professional Development: Social Studies meetings at district level</p>	<p>For All Strategies:</p> <p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>Vocabulary Assessments</p> <p>District Common Assessments in development</p> <p>MEAP Results</p> <p>Report Card grades</p> <p>RAFT assignments</p> <p>Writing assignments</p>	<p>For All Strategies:</p> <p>Literacy Coaching</p> <p>Leadership Coaching</p> <p>Title 1 Teachers</p> <p>Teacher created materials</p>

<p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:</p> <ul style="list-style-type: none"> • Mentoring (staff member to individual student) • Title I Teachers • iCan program: comprised of positive behavior component through grade incentives, and a lunch pull-out remediation component. • Team teaching and cooperative teaching. • Extended time limits; modified assignments or test-taking procedures 			
---	--	--	--

Highly Qualified Teachers

All teachers at Central Middle School are highly qualified as specified under NCLB regulations. The teachers are assigned to teach in areas they are highly qualified based upon NCLB. This includes both general and special education services. In addition, all paraprofessional staff members are highly qualified under NCLB standards by either having an Associate’s degree or passing the WorkKeys test of basic skills.

Strategies to attract highly qualified teachers to high needs schools

Central Middle School prides itself on it’s exemplary staff. All teachers are High Qualified in their areas of instruction. The Midland Public Schools Administration Building houses the teaching certificates and highly qualified documents. The district has been faced with significant declining enrollment over the past five years.

During the 2006-2007 school year Central Middle School’s 43 teachers experienced a loss of six teaching staff positions. Three teachers were lost due to district layoffs. One staff member retired. Due to declining enrollment within the building one teacher was transferred to another school in the district. At the beginning of the 2006-07 school year we had the opportunity to bring in three full time teachers and one .8 title one teaching position.

Within the 2007-08 school year, Central Middle School's 37 teaching staff members decreased by seven. One teacher was a voluntary transfer. Two teachers were laid off due to declining enrollment. One very special staff member passed away due to severe illness. Three teachers were involuntary transferred to other schools within our district. At the beginning of the 2007-08 school year we had the opportunity to bring in five full time teaching positions. Also at the beginning of the 2007-08 school year our principal retired and our current principal was named to Central Middle School.

District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. Only highly qualified candidates are selected. All references, academic records and documents are thoroughly reviewed for accuracy.

Midland Public School district promotes our district and seeks to attract potential qualified staff. Applications are accepted online.

Midland Public Schools retains highly qualified teachers by offering a desirable contract, good public relations through our public television station and website, professional development such as Moodle training, United Streaming and Six Traits ELA training, MCEA new teacher training, and the administration requires new teacher training. Informal support is given to new staff and team members via mentoring. Conference costs are reimbursed. Midland Public Schools has a reputation as a high achieving school district. This is evident by all school buildings receiving an Ed YES! Grade of "A".

High Quality Professional Development

.Professional Development opportunities were provided to the whole faculty during staff meeting and half-day in-services. Teachers are also involved in professional development through their teaching area professional learning community, their teams and individually. The entire staff participates in professional development in more than one professional learning community. The Leadership Team was instrumental in planning and assessing professional development throughout the year. Direction was determined by identifying achievement needs of students and the professional practice needs of staff. Literacy and leadership coaches are involved as needed in all levels of professional development. The literacy coach assists with 6 + 1 traits of writing and other strategies to assist teachers. Within the teaching area professional learning communities, teachers have analyzed data and are developing common assessments.

Professional development is provided within the building for a minimum of 2 hours each month. The professional development is designed to support the school wide reform strategies. Staff members are in-

serviced on the learning strategies and monitor their progress. In addition, the district provided 2 hours each month of professional development to each staff member in their assigned subject area. The district professional development aligns with the district school improvement goals. The leaders of the professional development are the curriculum coordinators in the specific subject.

Parent Involvement

Midland Public Schools prides itself with a highly involved parent and community.

Policy on Parental Involvement

The Midland Board of Education is committed to effective communication between school and parents. The Board supports the active involvement of parents in our schools at both the district and building level.

- In accordance with the Revised School Code of 2004, Public Act 451, Section 380.1294, the Board of Education establishes a Parent Involvement Plan. It requires buildings (but does not limit buildings) to:
 - Establish a welcoming atmosphere that is reflected by the flexible scheduling of events and an open-door policy that promotes two-way communication;
 - Provide parent teacher conferences;
 - Make publicly available volunteer opportunities.
 - Each building will publish this plan in the Student Handbook that is distributed annually to each family.
- In accordance with the Revised School Code of 2004, Public Act 451, Section 380.1295, the Board of Education not only encourages, but requires each building to discuss the roles of parents, students, teachers and administrators in the education of the child.
- In accordance with federal statute, all Title I buildings shall make an effort to build capacity for parent involvement of at-risk students identified as Title I (Section 1118 of the Elementary and Secondary Education Act (ESEA) Title I Parent Involvement Policy).

At The District Level

- Invite a representative of parents of identified Title I children to serve on the District

School Improvement Committee.

Using The Self-Study Review, The District Will

- Assist participating buildings in planning and implementing their parent involvement procedures.
- Coordinate and integrate with other programs, including preschool programs and community programs.
- Discuss with each participating building the effectiveness of its parent involvement procedures, ways to enhance participation, and barriers to participation. Assist buildings to design strategies for improvement as needed.
- Reserve at least 1% of the Title I budget for parent involvement activities. Involve parents in defining those activities.

At The Building Level

- Parent involvement procedures shall include at least the following elements:
 - Maintaining records of all Title I parent involvement. Records shall include:
 - A listing of parents present
 - An Agenda or announcement of the meeting or event
 - Minutes of meetings
 - Using a variety of involvement activities such as: progress reports, conferences, parents serving on the school improvement team, feedback surveys, parent/child development workshop.
 - Holding at least one event for all Title I parents annually. At each meeting, explanation of national, state, and local initiatives will be given, suggestions for improvement or meeting needs will be gathered. Effort shall be made to offer meaningful parent training programs based on input from planning teams, surveys and individual parents will be offered annually.
 - Buildings will strive to include all Title I parents by:
 - Having timely and informative notification of meetings and events.
 - Scheduling at varying (flexible) convenient times for parents.
 - Making allowances for parents with disabilities.

- Assisting with transportation and childcare.
- Coordinating with other program parent activities.
- Being well-planned and meaningful for parents.
- A School-Parent Compact shall be reviewed annually with parents and input for modification considered. It will demonstrate the shared responsibility for high student performance. The compact will:
 - Describe the schools' responsibility for high quality curriculum and instruction, how parents will be responsible for supporting their child's learning, and how students can take responsibility for their own learning.
 - Stress the importance of ongoing communication (in the parent's language) which includes a list of when to expect report cards, conferences, and when staff is accessible.

Specifically at Central Middle School the following parent and community activities are held:

- A parent support meeting for math was held and parents were given Math on Call, geometry tools with instructions on use, support websites and writing instruction for math skills.
- A parent support meeting for ELA was held and parents were given The Write Source, writing instruction for the schoolwide strategies LINC'S and RAFTS, information regarding 6+1 Traits of Writing rubrics.
- PTC has booster groups for: academics, fine arts and athletics. These groups function to support MPS and Central Middle School building goals.
- Central Middle School conducts annual parent night to teach parents how to help their children be successful in school. Data is collected to assess the number of parents that attend and how beneficial they find the content.
- Central Middle School has signed parent compacts for all students.
- A PTC newsletter, Cavalier Attitude, is sent out every other year to inform parents of school accomplishments and celebrations, important dates, and school events.
- A Family Fun Night is held in the fall to encourage and promote family involvement through dinner, fun games and activities, and parent education opportunities.
- An Honors Assembly is held every spring to recognize and celebrate student achievement and successes.

- A Title 1 Parent Night was held which included dinner and reading and writing resource materials were provided (magazine subscriptions, dictionaries, thesauri, Don't Sweat the Small Stuff for Families, and homework kits and supplies).
- Teachers provide continuous progress reports and many post grades online.
- The school sends home MEAP parent reports.
- The school hosts a back to school night (open house) before the school year begins to provide parents and students with an opportunity to meet teachers, familiarize themselves with schedules, and ask questions.
- Formal parent teacher conferences are held in the spring and the fall, with many informal conferences being held continuously throughout the year.
- A school website is maintained offering information on school events as policies, as well as links to homework resources for each of the core content areas.
- A survey was conducted to see if Central was meeting the needs of parents resulting in changes in:
 - date of open house and
 - format for parent-teacher conferences.
 - The data was used to increase parental involvement and provide options for ways parents may be involved in their child's education.
 - All title one parent events include a parent survey to determine if the program met the objectives.

In addition, our school invites parent involvement and participation through utilization of parents in school programs and activities. Parent participation is a necessary component to the following activities:

- Blue Crew- a parent led school spirit group that supports athletic events
- h2h (Head to Head)- a community based student academic and performance arts competition between local middle schools
- school parties
- community orchestra events
- band uniform fittings and repairs
- chaperones for educational field trips
- Life Management luncheon and breakfast provided for parents

Community Resources and Volunteers

Midland is a community that has many and varied community resources. In the past the schools have utilized these resources in many ways. Over the next five years, efforts will be made in each curricular area to seek

ways to further use the resources in new and different ways. The same is true with the community's large group of volunteers.

Areas targeted will include community colleges, MITECH+, and businesses. Particular attention will be given to the recommendations coming from the District Career Technical Education Committee currently studying the issues of career preparation for students.

Volunteers are essential to the operations of many programs in the district. They serve on committees, assist teachers, help in media centers, read to students, and serve as mentors and tutors. MPS plans to continue to recruitment and use of volunteers. With the downturn in economics, we may be more and more reliant on these people to maintain our quality programs.

Central students have been mentored in reading and math by adult volunteers coordinated through Big Brothers, Big Sisters and our Title ELA and math staff. We continue to monitor the effectiveness of these relationships with students. The American Chemical Society has also run a program during lunch to target science students that need remediation. This has been an excellent partnership and has remained very well coordinated and tied to student academic needs.

In addition, Central Middle Schools participate in the following community events:

- orchestra performances at local elementary schools
- local parades
- Life Management babysitting unit hosts and event for preschool children
- Activities at Riverside Assisted Living Center
- National Junior Art Honors Society (face painting, community sculpture for a local park)
- Local art contests (snow sculpting, design an ad for local businesses, art cards)

Transition Strategies

Staff is focused on a seamless transition to the middle school. Administrators go to the elementary schools to talk with students and to meet with parents. A student needs analysis has been conducted so that the students who need assistance are identified before entry. This is documented and shared with staff.

In addition, a similar process is used to students as they transition to high school. Parents and students are

provided information regarding course offerings and high school requirements. High school administrators and counselors analyze student assessment data to determine which students need assistance before they enter high school.

Teacher Participation in Making Assessment Decisions

Staff development has been an integral part of the quality instructional program of MPS for many years. It has two main processes that enable two Board policies. One process occurs each spring when the opportunity is afforded to all staff members to develop and submit a staff development proposal. Proposals submitted are reviewed by the District Staff and Curriculum Development Committee. Proposals are judged by a standard rubric and those supported by the committee are taken to the Board. The second process is that of Major Change Proposals. These proposals are submitted to modify, add to, or delete curriculum. Any modification or addition *must* include a staff development component to be successful in gaining Board support. New teacher orientation has been modified over the past year. Over the next five years we plan to continue to evaluate these procedures and assess new needs for staff development for new and veteran staff.

Operating under the premise of the power of Professional Learning Communities (PLC), Central established PLCs schoolwide, by core group and by team. Staff Development was delivered throughout the year in each of these venues.

- Schoolwide the staff engaged in a year long process of school improvement which included embracing the elements of Professional Learning Communities, a schoolwide needs assessment, and modeling practices to differentiate instruction.
- Core Groups examined student achievement in the standards/GLCEs, further explored the standards/GLCEs by looking at MEAP data and studying the released items and began developing core group improvement plans. Literacy best practices were studied schoolwide and in dept within the ELA teachers.
- Teams studied student work for the purpose of building better assignments and utilizing rubrics and began the process of identifying demographic gaps by examining grade distribution.

In addition, teachers are actively involved in developing common assessment based on GLCEs. Teachers also participate in MEAP item analysis and curriculum alignment in the core areas ELA, Math, Science, and Social Studies.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Timely Additional Assistance

For at least the next two years, the Board will continue monitoring this “goal in progress.” By the end of the

five-year plan, each level will have an established definition of at-risk, students will be identified each year, numbers will be reported to the Board and programs will be in place to reduce our percentages.

Alternative Education I (high school-Leiphart) and Alternative Education II (middle school-Ashman) will be changing as they are consolidated into one building. With new resources such as a gymnasium, computer lab and more space, curriculum will be re-evaluated and more data will be collected to determine needs and successes.

Title 1 is a federally funded program that brings monies to identified buildings to increase assistance to students and families in danger of not meeting the challenging standards of our curriculum. All buildings will continue to be in compliance with the laws that govern this program including the many new statutes of No Child Left Behind and strive to accelerate at-risk students to the expected level. Our goal will be to have no targeted student remain in the targeted list for more than two years.

Central has developed and maintains a database to track progress of all students' academic core classes to monitor students' progress and assure that needs are being addressed. Students are assessed on a quarterly basis. The students are provided assistance based on the quarterly assessments. All teachers should be able to answer how we are supporting students. In addition to their core classes identified students may take one of the following supplemental courses that Central offers:

- 6th grade Title class to support identified students in all core subjects.
- 7th and 8th grade Title class in Learning Strategies to support identified students.
- 7th and 8th grade Title support in Language Art to support identified students using temporary title 1 teachers
- 7th grade Title math class to support identified students
- 8th grade title behavior support to increase work completion and grades
- Summer School is offered to incoming 6th graders that are identified as at-risk. Last year 35 students participated in summer school. Based on math and ELA assessment the students demonstrated progress.

At-risk students are also supported at Central in academic areas by Title teachers who monitor their progress and push into their classrooms where needed.

Coordination of Services and Programs

Central has established their school improvement plan after gathering and analyzing data from varied sources. Needs in curriculum and instruction have been identified and changes have been made or are in the process of

being made. Gaps in sub-groups and individual students with needs have been identified. The building uses resources from Title I, Title IIA and Title IID. Central utilizes the services of a literacy and leadership coach from Middle Start, a Comprehensive School Reform Model.

School wide Components	Funding Sources	Programs
1. Comprehensive Needs Assessments	General Fund	Central School Teaching and Administration at Monthly professional development meetings
2. School wide Reform Strategies	General Fund	Central School Improvement School-wide Plan
3. Instruction by Highly Qualified Professional Staff	General Fund Title 1	All teaching and paraprofessional staff are highly qualified under NCLB.
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools	General Fund	Mentors Recruiting Building & District PD Conferences Classroom Budget Competitive wages & benefits Supportive Parent Council
5. High-Quality and Ongoing Professional Development	General Fund Title IID (District level)	6 + 1 Traits of Writing MOODLE Literacy training Ruby Payne (Understanding Poverty)
6. Strategies to Increase Parental Involvement	General Fund Title 1	Math Nights Parent Involvement Evenings Open House Literacy Nights
7. Transition Strategies	General Fund	Counselor & Admin meet with elementary 5 th grade teachers. Counselor & Admin meet with 9 th grade Counselors & Admin Student visitations
8. Teacher Participation in Making Assessment Decisions	General Fund	Curriculum meetings MOODLE training School Improvement Meetings
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title 1 Special Education Funding General Fund	Summer School i-can Literacy teachers Counselor Services Social Work services Math Lab
10. Coordination and Integration of Federal, State and Local Programs and Resources	General Fund	Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office.

Central utilized a variety of partnerships to support staff, students, and parents. They include:
Parent Council Support of field trips, student planners, extracurricular and co-curricular activities
Big Brother Big Sisters
Dow Chemical Mentors
Working with local senior center
Northwood Mentors

GOALS SUMMARY

District Goals

1. By 2007-08, approaching 100% of all students tested on the MEAP will perform at satisfactory levels.
 - Measure: MEAP Status Scores
 - Target: 95%-100%
 - ❑ BENCHMARK FOR 05-06: 75% of all students tested will meet or exceed state standards, including all subgroups with at least 30 students. Areas over 75% will increase by an amount greater than or equal to 10% of the difference between 100% and the 01-02 baseline year.
2. By 2007-08, MPS will score 20 percentage points above the state average in all MEAP tests.
 - Measure: Compared to the state average using the MEAP status average scores
 - Target: 20 percentage points above the state average score in all areas
 - ❑ BENCHMARK FOR 05-06: Ten of the possible twelve tests will be 20 percentage points above the state average.
3. By 2007-08, MPS MEAP scores will be in the top 10% of all public schools in the state.
 - Measure: Compared to other districts using the MEAP status scores in the tested areas
 - Target: MPS will be in the top 10% of all public school districts
 - ❑ BENCHMARK FOR 05-06: Ten of the possible twelve tests will be in the top 10% in the state.

District Core Area Goals

Goal 1: Approaching 100% of all students tested will perform at satisfactory levels in language arts knowledge, skills, and strategies.

Measures:

- MEAP 1.)Status Scores, 2.)Comparison to state average
- District Assessments

Target for 07-08:

- MEAP: 1.) 95% to 100% of all students tested will score in the satisfactory range, 2.) 20 percentage points above the state average
- District Assessments: 95% to 100% of all students tested will score in the satisfactory range.

Goal 2: Approaching 100% of all students tested will perform at satisfactory levels in mathematics knowledge, skills, and strategies.

Measures:

- MEAP 1.)Status Scores, 2.)Comparison to state average
- District Assessments

Target for 07-08:

- MEAP: 1.) 95% to 100% of all students tested will score in the satisfactory range, 2.) 20 percentage points above the state average
- District Assessments: 95% to 100% of all students tested will score in the satisfactory range.

Goal 3: Approaching 100% of all students tested will perform at satisfactory levels in **science** knowledge, skills, and strategies.

Measures:

- MEAP 1.) Status Scores, 2.) Comparison to state average

Target for 07-08:

- MEAP: 1.) 95% to 100% of all students tested will score in the satisfactory range, 2.) 20 percentage points above the state average

Goal 4: Approaching 75% of all students tested will perform at satisfactory levels in **social studies** knowledge, skills, and strategies.

Measures:

- MEAP 1.) Status Scores, 2.) Comparison to state average

Target for 07-08:

- MEAP: 1.) 95% to 100% of all students tested will score in the satisfactory range, 2.) 20 percentage points above the state average

Central Goals

1. By 2010-11, approaching 100% of students will demonstrate their ability to use reading and writing as tools for thinking and learning, as measured by obtaining proficiency on the **reading and writing MEAP** and satisfactory levels on staff developed common assessments.
 - Measure: MEAP Status Scores, Language Arts grades on quarterly report cards and common assessments
 - Target: 100% proficient in reading and writing MEAP, 85% will receive a grade of: A, B, or C in Language Arts on each quarterly report card and 100% will be proficient on common assessments.
 - BENCHMARK FOR 2008-09: 95% of tested students will meet or exceed state standards on the reading MEAP, 85% on the writing MEAP, 85% on common assessments in reading and writing and 75% will receive a math grade of A, B, or C on each quarterly report card.
2. By 2010-11, 100% of students will attain levels of 1 or 2 on the **math** MEAP/MI ACCESS and 80% or above on staff developed assessments by improving their reasoning and problem solving skills.
 - Measure: MEAP Status Scores, math grades on quarterly report cards and common assessments
 - Target: 100% proficient in math MEAP, 85% will receive a grade of: A, B, or C in math on each quarterly report card and 80% will be proficient on common assessments.
 - BENCHMARK FOR 2008-09: 85% of tested students will meet or exceed state standards in all subgroups in all areas of the math MEAP, 75% will receive a math grade of A, B, or C on each quarterly report card and 70% on common assessments.
3. By 2010-11, approaching 100% of students will demonstrate knowledge of **science** concepts and applications by attaining levels one or two on the MEAP/MI Access and 80% on district unit assessments.
 - Measure: MEAP Status Scores, science grades on quarterly report cards and common assessments

- Target: 100% on the MEAP, 85% will receive a grade of: A, B, or C in science on each quarterly report card and 80% on district unit assessments
 - BENCHMARK FOR 2008-09: 90% of tested students will meet or exceed state standards in all subgroups in all areas, 75% will receive a science grade of A, B, or C on each quarterly report card and 80% on district unit assessments.

- 4. By 2010-11, 100% of students will demonstrate their ability to understand and apply **social studies** GLCE's as measured by proficiency on the social studies MEAP and common grade level assessments.
 - Measure: MEAP Status Scores, social studies grades on quarterly report cards and common assessments
 - Target: 100% on the MEAP, 85% will receive a grade of: A, B, or C in social studies on each quarterly report card and 100% on district unit assessments
 - BENCHMARK FOR 2008-09: 95% of tested students will meet or exceed state standards in all subgroups in all areas, 75% will receive a science grade of A, B, or C on each quarterly report card and 80% on district unit assessments.

**STATEMENT OF NONDISCRIMINATION, DESIGNATED COORDINATORS, GRIEVANCE PROCEDURES FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans With Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the State of Michigan's Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Midland Public Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in employment or in any program or activity for which the Board is responsible or for which it receives financial assistance from the United States Department of Education.

Section I—Designated Coordinators

Any person believing that the Midland Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) Title II of the Americans with Disabilities Act of 1990, and (5) Age Discrimination Act of 1975, may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinators as listed below at the following address:

Section 504 Coordinator – John Blahunka, Director of Administrative Services
Title II Coordinator and Title VI -- John Blahunka, Director of Administrative Services
Title IX and Age Coordinator – Gary Verlinde, Interim Director of Human Resources

Midland Public Schools
600 E. Carpenter Street
Midland, MI 48640
Telephone: 989-923-5001

Section II—Grievance Procedures

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the appropriate district Civil Rights Coordinator who shall, in turn, investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the appropriate district Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2

A complainant wishing to appeal the decision of the district Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, D.C. 20202.

The district Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the acts and the regulations on which this notice is based may be found in the office of the district's Civil Rights Coordinator.

Midland Public Schools January, 2009

