

**Escanaba Middle School  
Annual Report  
2009-2010**



**“NO BETTER PLACE TO LEARN!”**

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## **A. MISSION STATEMENTS**

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### **Escanaba School District:**

It is the mission of the administration, teachers, and support staff of the Escanaba Area Public Schools to provide a quality learning environment that enables all students to achieve their maximum potential while developing a positive self image.

### **Escanaba Middle School:**

The mission of the staff at the Escanaba Middle School is to educate all learners to become competent and critical thinkers. Through our inclusive curriculum, we provide an atmosphere, which fosters positive academic achievement according to students' abilities. The Escanaba Middle School offers opportunities for social and emotional growth enabling learners to become appreciative of and responsive to the world.

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### **Student, Staff and Community Demographic Data:**

Escanaba Middle School is in a rural area of the state called the Upper Peninsula and houses 533 students in grades 6, 7 and 8. Approximately 47 % of our students qualify for free/reduced lunch programs. Over the past twelve years the Escanaba Middle School administration and instructional staff have been formulating a change to a middle school philosophy. Teachers have attended 2,354 hours of professional development to become trained in the philosophy and methods of a middle school approach.

In the fall of 1997 the Escanaba Middle School implemented team teaching into its program. Students were placed in "houses" with core content teachers. This allowed teachers the ability to focus attention on meeting students' needs. The flexibility provided opportunities such as resource time, interdisciplinary units, and placements of students in appropriate classes, field trips and special projects. The PTO sponsors many after school clubs which include: Sewing, Cooking, Automotive, Guitar and Book Club.

Professional support staff include: school social workers, a school psychologist, speech therapist, special education teacher consultant, and the intermediate school district staff. Custodians, secretaries, aides, and lunchroom personnel help the building operate in an organized manner. To facilitate our goal to provide all learners with skills, knowledge, and sensitivity for others in an environment enabling each student to reach maximum learning potential while developing a positive self-image, the middle school curriculum provides learning experiences in language arts, mathematics, science, social studies, health and physical education, art, music, economics, industrial tech and computer instruction. Additionally, EMS offers both inter-scholastic and intramural sports including basketball, volleyball, football, track and wrestling.

After review of our school enrollment numbers, we determined that the number of economically disadvantaged students is reaching nearly 50 % of our total population and those scoring proficient on the MEAP tests each year is approximately 9% less than those students not economically disadvantaged. This, coupled with a 15 % rise in unemployment in Delta County, results in the need for increased programs and activities to address the specific needs of this population. The Native American population is gradually increasing each year, to better serve this sub-group of students, a partnership with the Indian Education committee will continue. The chart below indicates these findings:

<b>Student Populations</b>	<b>2006-2007 Yr1 Number</b>	<b>2006-2007 Yr1 Percent</b>	<b>2007-2008 Yr2 Number</b>	<b>2007-2008 Yr2 Percent</b>	<b>2008-2009 Yr3 Number</b>	<b>2008-2009 Yr3 Percent</b>
Male Students	251	53%	230	51%	255	49%
Female Students	219	47%	225	49%	263	51%
Economically Disadv. Students	201	43%	218	48%	245	47%
w/Disability	74	16%	76	17%	68	14%
African American	3	01%	5	01%	3	<1%
Asian	3	01%	5	01%	6	01%
Caucasian	446	95%	422	93%	466	90%
LatinoHispanic	2	<01%	3	01%	7	01%
Native American	16	03%	20	04%	36	07%
<b>TOTAL</b>	<b>470</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>518</b>	<b>100%</b>

### **School Program and Process Data:**

The entire Escanaba Middle School teaching staff contributed to the CNA planning process during the Schools to Watch application process in the fall of 2008. The results were reviewed by staff and School Improvement goals were determined from analysis of the results. Academic goals in math, ELA and school climate were determined from this process. The analysis of demographic data suggested that a goal to focus on the needs of our economically disadvantaged population should also be included. Other data considered:

- Advisory Curriculum: Student surveys on Media Violence and Perceptions of Bullying in our school
- Results of ATOD (Alcohol, Tobacco and Other Drug) survey taken in April 2009.
- Analysis of In-School and Out of School suspensions: Increase in male student suspensions in 2008.

*As indicated in the charts below, both teasing and bullying incidences increased from the spring of 2008 to the spring of 2009. These issues will continue to be addressed during*

the advisory classes. The school social worker will coordinate presentations and curriculum that addresses these issues.

**ATOD\_36a Been teased (meanly) by another student:**

Year			Frequency	Percent	Valid Percent	Cumulative Percent
2008	Valid	Never	104	32.0	35.0	35.0
		A few times	147	45.2	49.5	84.5
		A lot	30	9.2	10.1	94.6
		All of the time	16	4.9	5.4	100.0
		Total	297	91.4	100.0	
2008	Missing	System	28	8.6		
	Total		325	100.0		
2009	Valid	Never	148	35.4	37.9	37.9
		A few times	198	47.4	50.8	88.7
		A lot	35	8.4	9.0	97.7
		All of the time	9	2.2	2.3	100.0
		Total	390	93.3	100.0	
2009	Missing	System	28	6.7		
	Total		418	100.0		

**ATOD\_36b Been bullied by another student:**

Year			Frequency	Percent	Valid Percent	Cumulative Percent
2008	Valid	Never	158	48.6	53.4	53.4
		A few times	99	30.5	33.4	86.8
		A lot	25	7.7	8.4	95.3
		All of the time	14	4.3	4.7	100.0
		Total	296	91.1	100.0	
2008	Missing	System	29	8.9		
	Total		325	100.0		
2009	Valid	Never	203	48.6	52.2	52.2
		A few times	152	36.4	39.1	91.3
		A lot	24	5.7	6.2	97.4
		All of the time	10	2.4	2.6	100.0
		Total	389	93.1	100.0	
2009	Missing	System	29	6.9		
	Total		418	100.0		

The time spent after school watching TV and playing video games has increased slightly between 2008 and 2009, as indicated in the chart below. The Escanaba Middle School staff, in partnership with Harvard University and the Delta-Schoolcraft ISD produced middle school curriculum that focuses on Media Violence and the aggressive behavior attributed to media violence. The Turn Off the TV and Media Violence programs will

continue during this school year.

Question	2008 Percent	2009 Percent
<b>On an average school day, how many hours do you watch TV?</b>		
- 3 hours per day	12.3	12.7
- 4 hours per day	4.9	7.2
- 5 or more hours per day	4.9	6.5
<b>On an average school day how many hours do you play video or computer games?</b>		
- 3 hours per day	5.2	5.5
- 4 hours per day	3.7	5.0
- 5 or more hours per day	4.9	4.5

**Teacher/Parent/ Student Perception Data:**

Parent and community activities are in place to encourage participation with students at EMS. Currently the following one and two-way communications are available for parents and community:

- Student Agenda Books, Parent Conferences, Fall Open House, IEP meetings, Winter Spaghetti Dinner, Progress Reports, PowerSchool updates/Email, Parent Teacher Conferences, School Website
- Parent Teacher Organization meetings, Title VII meetings, Parent Club Advisors.
- Parent attendance at fall conferences has increased in the last three years, as shown below:

<b>Parent Conference Attendance 2006</b>	<b>Parent Conference Attendance 2007</b>	<b>Parent Conference Attendance 2008</b>
73%	75%	79%

Results from a parent and staff survey distributed via Survey Monkey in July 2009 indicated:

- 67 % of respondents were satisfied or somewhat satisfied with school communication
- 77% of respondents were satisfied or somewhat satisfied with our climate for learning
- 77% of respondents were satisfied or somewhat satisfied with our ability to prepare children
- 61 % gave our school an “A” or “B” grade, with 31% giving a “C” and 7% a “failing” grade

Surveys will be revised and distributed in November of 2009 to determine changes the perceptions of parent/student and teacher groups on the Escanaba Middle School’s academic excellence and social equity. The results of these surveys will be analyzed to assist in goals focusing on positive school culture.

**State MEAP Data:**

The EMS School Improvement team reviewed MEAP data from 2006, 2007, and 2008 to determine the following strengths and weaknesses in our student performance.

Economically Disadvantaged (SES) and Male Students at EMS consistently score lower in total ELA MEAP tests. When reviewing the specific benchmarks, it was found that there is a 38% decline from 2007 to 2008 in writing and identifying genres of writing.

**MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

GROUP	6 <sup>th</sup> Grade								
	Reading			Writing			Total ELA		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
All Students	84	82	88	71	82	84	79	84	87
SES	79	75	82	57	75	75	78	80	81
Male Students	83	76	92	67	70	84	81	76	89
Female Students	85	88	84	78	95	84	78	93	85
Special Education	67	63	72	79	56	66	64	63	65

**MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

GROUP	7 <sup>th</sup> Grade								
	Reading			Writing			Total ELA		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
All Students	90	82	86	66	83	83	82	85	86
SES	88	78	80	57	82	77	75	80	82
Male Students	87	75	81	55	77	75	76	78	82
Female Students	93	89	90	78	89	90	88	91	90
Special Education	67	48	56	33	55	57	37	55	60

**MEAP ELA TEST Results: Percent of students meeting State Proficiency Standards**

GROUP	8 <sup>th</sup> Grade								
	Reading			Writing			Total ELA		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
All Students	77	78	81	67	74	77	70	77	82
SES	79	74	75	56	72	69	57	73	76
Male	73	72	73	57	64	67	62	69	74

**Students**

<b>Female Students</b>	85	88	88	78	85	87	79	86	89
<b>Special Education</b>	43	63	33	33	45	52	25	41	49

40% of our incoming 6<sup>th</sup> graders declined in their proficiency category in 2008. We need to review math foundations to improve the number of students at the proficiency (1-2) level in the MEAP Math tests. Overall, economically disadvantaged students scored lower in math than the total school population. As the male student ages, their MEAP math scores decreased. A gender comparison of proficient MEAP scores indicates that between grades 6<sup>th</sup> to 8<sup>th</sup>, the scores of the males in ELA and Math gradually decrease each year. A school wide effort to be trained in how males learn is necessary.

**MEAP MATH: Students scoring proficient.**

	6 <sup>th</sup> Grade		
	2006	2007	2008
<b>All Students</b>	79	78	81
<b>SES</b>	64	68	75
<b>Male Students</b>	78	74	84
<b>Female Students</b>	78	81	78
<b>Special Education</b>	71	79	79

**MEAP MATH: Students scoring proficient.**

	7 <sup>th</sup> Grade		
	2006	2007	2008
<b>All Students</b>	80	80	87
<b>SES</b>	73	76	82
<b>Male Students</b>	75	80	81
<b>Female Students</b>	85	80	92
<b>Special Education</b>	70	84	66

**MEAP MATH: Students scoring proficient.**

	8 <sup>th</sup> Grade		
	2006	2007	2008
<b>All Students</b>	79	87	78
<b>SES</b>	66	84	75
<b>Male Students</b>	80	86	77
<b>Female Students</b>	79	87	80
<b>Special Education</b>	67	62	64

**E. Schoolwide Reform Strategies: Escanaba Middle School Goals and Plan to Achieve**

The action plan outlined below describes the goals, aligned strategies, professional development, parental involvement and evaluation of program based on the comprehensive needs assessment (CNA). The objectives represent a target goal for reaching all students, including those identified in the CNA.

The strategies utilized are based on current research that will also increase the quality and quantity of student learning. These strategies will provide an enriched and accelerated curriculum to help all students reach the proficient and advanced levels of the MEAP annual assessments. PA 25 school improvement requirements are embedded into this schoolwide school improvement plan.

**GOAL AREA #1**

**Rationale**

**ENGLISH LANGUAGE ARTS**

There is a 38% decline in performance level change from 2007 to 2008 in the areas of mastering the writing process and identifying genres of writing. While students demonstrated strength in informational text, vocabulary and personal writing style, they decreased in proficiency in mastering the writing process. Language Arts teachers identified student weakness in summarizing and synthesizing writing, based on classroom assessments. Our economically disadvantaged and male students consistently score lower on total ELA MEAP each year.

**Smart Goal #1 and Objectives**

**All students will show improvement in Language Arts.**

- **MEAP scores in writing process will improve 5% for all subgroups.**
- **All students will improve in summarizing and synthesizing in the writing process across the curriculum.**
- **Increase parent awareness of student academic requirements in reading.**

**Instructional Strategy #1 Research**

**Implement writing process support in ELA sections.**

Students that can take individual information, pieces of information and combine with their prior knowledge, will see a pattern emerge and form a new picture. Synthesizing material is merging new information with existing knowledge to create an original idea, see a new perspective or form a new line of thinking to achieve insight into the information presented (S. Harvey (2000) Strategies That Work.)

To effectively delete, substitute and keep information, students must analyze the information at a fairly deep level. (R. Marzano. (2001) Classroom Instruction the Works.

**Professional Development**

(DSISD funding for all listed PD during 2009-2010)  
(Title II funding for curriculum meetings)

- 6+1 Writing Traits program monthly during 2009-2010 school year.
- Anita Archer training for Title I staff
- Monthly ELA staff/Title I staff curriculum meetings.
- Writing Cross-Curricular sessions
- Differentiated Instruction: comprehensive support during 2009-2010 year.
- Learning from Writing Companion Documents Grades 6 and 7.
- Writing Assessments/Strategies linked to MEAP across curriculum.

**Parental Involvement**  
(Title I funding for monthly parent sessions)

Parents will receive information in the fall, on PowerSchool and at the Open House. Progress reports sent home every 4 weeks.

**At-Risk Students' Support**

(Title I funding for support staff)

Special education and Title I staff will provide direct, small-group support for those students identified as at-risk.

**Evaluation**

- MEAP writing rubrics used to evaluate on a 6 week basis
- Annual MEAP scores and teacher evaluations will be utilized
- Staff and parent surveys to evaluate PD and communications

**Evidence**

(Title I funds for teacher monitoring progress of at-risk students)

PowerSchool reports, Staff sign in for all PD sessions, Parent sign-in at monthly meetings, Parent and Staff survey results. Monitor progress of all targeted students.

Student sign-in to after-school sessions

## **Instructional Strategy #2**

### **Research**

### **Professional Development**

( DSISD funding for all listed PD sessions)  
(Title II funding for ELA curriculum meetings)

### **Parental Involvement**

(Title I funds for parent communication)

### **At-Risk Students' Support**

(Title I funds for Title I teacher)

### **Evaluation**

(Title I funds for Title I teacher)

### **Evidence**

## **Implement a Title I teacher position to design and monitor intervention strategies that provide reading support to targeted students.**

Daily intensive instruction and intervention specific to the students' needs results in increased reading skills. (S. Harvey. (2000) Strategies That Work. )

- Differentiated Instruction Monthly Support Meetings
- Digging Deeper with Reading Data in September of 2009
- Teaching Males: Strategies in the Classroom (September 2009)

Parents of all Title I students will receive information regarding the Title I program and its' services. All parents will have an opportunity to recommend their child to the program throughout the year. Title I personnel will send progress reports home every 4 weeks.

Students identified for small –group instruction will receive reading support utilizing a variety of research-based strategies. After school support will be provided, also.

MEAP scores used to evaluate each sub-group and Title I student  
Compass Learning pre- and –post testing to monitor reading comprehension progress.

Teacher created common assessments.

Sign in sheets for PD

Student progress reports

Compass Learning summary reports

Parent survey results.

## **GOAL AREA #2**

### **Rationale**

### **Smart Goal #1**

#### **and**

### **Objective**

### **Instructional Strategy #1**

(Title I funds for Math exploratory staff)

### **Research**

### **Professional Development**

(Funds from DSISD)

### **Parental Involvement**

(No funding needed)

### **At-Risk Students' Support**

## **MATH**

MEAP scores indicate that weakness in grades 5-7 of all students are in the areas of representing fractions/decimals as percentages and problem solving using percentages as decimals. An average of 40% of current 5<sup>th</sup> graders declined in their performance change category from 2007-2008.

**By the end of the 2012-2013, students at EMS will increase the category of proficiency by 10%, as measured by the percentage of students scoring 1-2 on the MEAP MATH test.**

**Implement a math exploratory class at each grade level that focuses on actively engaging students in problem-solving.**

Research finds that students need a

“What We Can Do About Achievement Disparities” by Sarah Theule

Lubienski Educational Leadership, November 2007, Vol 65 #3.

“Essential Strategies for boosting students' Foundational Knowledge” by Marilyn Burns

Educational Leadership, November 2007, Vol. 65 #3

Strategies in the pacing of lessons, building a routine of support, making math connections and encouraging mental calculations are the focus of professional development.

Monthly math department meetings that focus on each of the nine researched-based strategies to boost students' basic knowledge of math. PD funds from the DSISD will assist with continuation of math curriculum alignment.

Parents will receive information on the new math exploratory and progress reports via PowerSchool. During the Parent Open House, information regarding the after-school tutoring will be provided.

Special Education department and Math Exploratory teachers will provide direct instruction for students identified as at-risk. The para-professional and

(Title I funds for para-pro and after school staff)

**Evaluation**

(Title I funding for survey distribution)

**Evidence**

after-school staff will provide small group support for at-risk students.

1. MEAP test results on an annual basis
  2. Math exploratory teacher progress reports.
  3. Student survey at the end of each exploratory session.
  4. Include question regarding math exploratory in end of year parent survey.
1. Teacher sign-in for all PD
  2. Student sign-in for all after-school sessions
  3. Student progress reports and PowerSchool reports
  4. Student and parent survey results at the end of the year.

**GOAL AREA #3**

**Rationale**

**STUDENT WELFARE/SCHOOL CLIMATE**

The results of the ATOD survey indicate that while teasing and bullying at school have decreased slightly from 2009-2010, 36% of students have been bullied a few times each year. The percentage of students that watch TV or play video/computer after school has increased to 51% of students. (Using TV/computers over 3 hours a day after school).

**Smart Goal #1 and Objectives**

**All students will become more actively involved in becoming a quality citizen and member of our community.**

- **EMS students will decrease referrals and suspensions by 10% during 2009-10 school year.**
- **All EMS students will participate in “Circle of Support” training during Advisory (Bully-Free training)**
- **Participation in after school clubs and activities will increase by 5% in 2009-2010.**

**Instructional Strategy #1**

**Implement anti-bullying lessons into the Advisory program on a monthly basis.**

**Research**

Social supports provide the foundation, the confidence and motivation that enable students to take advantage of academic support strategies such as tutoring, after-school activities and extended learning time. (*House, J.S. (1981) Work stress and social supports.*)

Social supports promote resiliency, which help individuals cope with the impact of stressful events and transitions. Students need four different types of social supports- emotional, instrumental, information and appraisal that ease the student stress.

(Jan, T. (2007) Bridging the gaps by banding together. *The Boston Globe*, October 5<sup>th</sup>)

**Professional Development**

(Title I funds for social worker support. DSISD funding for Circle of Support and SIT classes and fall speakers)

- Teachers receive and review their 2009 Advisory Curriculum
- “Circle of Support” anti-bullying program Fall of 2009.
- SIT (Student Intervention Teams) training in August of 2009
- Advisory Committee meetings monthly
- Dr. Walsh and Ruby Payne speakers focus on poverty and learning
- “The Minds of Boys” focus on how boys learn.

**Parental Involvement**

Parents will be notified of Advisory curriculum at Fall Open House. During monthly PTO meetings, clubs and activities are reviewed. Evaluation surveys will be sent in May of 2010 to all parents.

**At-Risk Students’ Support**

(Funding from DSISD for anti-bullying program and ATOD survey)

Student Intervention Teams will be formed and monitored by the school social worker. Students at-risk either academically or socially will participate in lunch groups that focus on building self-esteem.

**Evaluation**

(Title I funds for social worker support.)

Student and parent surveys will be reviewed. Evaluation of discipline referrals and incidences of bullying will be monitored. ATOD survey in the spring of 2010.

DSISD funding for SIT teams)

**Evidence**

Results of ATOD survey.  
Decrease in office referrals/suspensions.

**Instructional Strategy #2**  
(Title I funding for social worker support)

**Students will participate in a service-learning project in their Advisory classes during 2009-2010 school year.**

**Research**

Schools are not only a preparation for a career, but for many facets of citizenship. Service learning motivates students to grapple with tough challenges that are relevant to them and they actively participate in civic decision making. (Flanagan, C. (2009) Civic engagement and the changing transition to adulthood. Medford, MA: CIRCLE )

**Professional Development**

(DSISD funding for SIT programming)  
(Title II funding for PD regarding Service Learning)

- SIT team training in August of 2009
- Literature review of Educational Leadership Article on service-learning projects promoting social responsibility (May 2009)

**Parental Involvement**

(PTO funding for clubs/activities materials)

Parents will be informed of Advisory Curriculum at Open House. Parents will be encouraged to participate as advisors in after-school programs and service learning projects.

**At-Risk Students' Support**

**Evaluation**

(Title I funding for distribution of surveys)

Case managers will oversee their students' service-learning projects and participation in after school activities via Advisory classes.

- Parent and student surveys
- Survey of community members involved in the service-learning projects.
- Increase in number of students participating in clubs, activities.

**Evidence**

**Instruction by Highly Qualified Professional Staff:**

All of the teaching staff at the Escanaba Middle School is highly qualified to teach in their assigned areas. Also, 100% of our Para-professionals and special education aides are highly qualified with an accredited degree or 60 college level hours of instruction.

**Staff Demographics**

Teacher Populations	Number	0-5 yrs service	5-10 yrs service	> 10 yrs service
<b>Total Number of Classroom Teachers in School</b>	32	5	5	22
<b>Number of Regular Education Teachers</b>	27	3	4	20
<b>Number of Special Education Teachers</b>	5	2	1	2
<b>Number of Counselors</b>	1			1
<b>Number of Media Specialists</b>	0			
<b>Number of "Core" Subject Teachers</b>				
<b>Subject</b>		6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Language Arts</b>		2	2	2

<b>Mathematics</b>				<b>1</b>	<b>2</b>	<b>2</b>	
<b>Science</b>				<b>1</b>	<b>2</b>	<b>2</b>	
<b>Social Studies</b>				<b>1</b>	<b>1</b>	<b>1</b>	
<b>Teacher Certification/Licensure*</b>							
<b>Elementary Certificate/License</b>	<b>Grade Span: K-5 all 6-8 majors</b>						<b>Number: 23</b>
<b>Middle Grades Certificate/License</b>	<b>Grade Span: 6-8</b>						<b>Number: 0</b>
<b>Secondary Certificate/License</b>	<b>Grade Span: 6-12</b>						<b>Number: 12</b>

**E. High-Quality and Ongoing Professional Development:**

The Escanaba Professional Development Plan is developed at three levels: building, district and ISD.

The PD activities are on-going and designed to meet the needs identified in the CNA process. Teachers within the district and experts from outside the district present at ISD-Wide meetings.

Additional Professional Development break-out sessions are attached in **APPENDIX A**

<b>GOAL</b>	<b>TIMELINE</b>	<b>ACTIVITY</b>	<b>RESPONSIBLE</b>	<b>COMPLETE</b>	<b>EVIDENCE</b>
#3 School Climate/ Student Welfare	August 26, 2009	Student Intervention Team Training	Social Worker Paraprofessionals Title I Specialist General Ed Teachers		Staff Sign I ISD
# 3 Student Welfare	August 19, 2009	Classroom Management	General Ed Teachers Social Worker Paraprofessionals		Staff Sign I ISD
# 3 Student Welfare	Sept. 2, 2009	Kelly Kin, Gurian Institute Minds of Boys/Art-Science of Teaching	All staff may choose one.		Staff Sign I ISD
#2 Improve Math Strategies	On-going Monthly 2009-2010	Algebra for All	Math Teachers		Staff Sign I
#2 Improve Math Strategies	On-going 2009-2010	Math Foundations Strategies	Math Teachers		Staff Sign I
#1 Improve in Reading	On-going 2009-2010	Intervention Strategies Reading/Math 6+1 Traits training	Title I Specialist Math Teachers Paraprofessionals Parent Coordinator		Staff Sign I ISD
#1 and #2 Reading and Math goals	Aug 2009 and Jan. 2010	Compass Learning	Title I Specialist Math Teachers Paraprofessionals		Staff Sign I Local

#1 Reading	Sept. 2009	Digging Deeper with Reading Data	Title I Literacy Paraprofessionals Reading Teachers	Staff Sign I ISD
#1 Reading	On-Going Monthly	Differentiated Reading Instruction	Title I Literacy Paraprofessionals Open to all staff	Staff Sign I ISD
#1 Reading	April 13-16	Anita Archer Trainings	All staff	Staff Sign I ISD

The EMS staff has the opportunity to evaluate each professional development session as they exit the activity. These evaluations are reviewed and adjustments are made as deemed appropriate. If change in student data takes place during the monthly reviews, professional development will be adjusted, if needed.

**E. Strategies to Increase Parental Involvement:**

The Escanaba Middle School PTO was actively involved in the development of the schoolwide Title I plan, through the School to Watch Application process. Parents and community members met in the spring to address their perceptions of the strengths and weaknesses of EMS. The PTO meets every other month and provides notification and a summary of their meetings via our website and through PowerSchool bulletins.

- The Escanaba School District Parent Involvement Policy is included as:  
**APPENDIX B**
- The Escanaba Middle School Parent/Teacher/Student Compact is included as:  
**APPENDIX C**
- The Escanaba Middle School Calendar of Parent Activities and Meetings:  
**APPENDIX D**

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**Escanaba Middle School Parent Involvement Policy:**

The staff at EMS believes that in order for children to be successful, parents must play a critical part in their child’s education. We will provide a challenging education in a safe and caring environment, guiding all students to become responsible and productive citizens.

To assist in the achievement of our educational goals, Escanaba Middle School’s SIP team, staff and parents developed a Parent, Student and Teacher Compact. This compact reflects the shared responsibilities that the school, student and parent have in achieving academic success for our students.

Escanaba is committed to developing programs and activities that involve students and parents with the needed skills and resources to assist their children in achieving their highest potential. To this end, strategies to assist students learning will be presented throughout the year. Input from parents will be sought for other workshop ideas.

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Escanaba Middle School collaborates with various agencies to assist parents:

- Youth Assistance Program: Grants provide funding for school necessities, camps, hygiene products, activity fees, camps.

- Big Brothers/Big Sisters: Provides both adult corporate and student after school mentors.
- Indian Education Title VII program is active and families participate in their fall and spring fest. This program also offers parent information and training as needed.

## **7. Preschool Transition Strategies:**

The Escanaba Middle School does not house a pre-school program, but we have designed and implemented transition programs for our incoming 5<sup>th</sup> graders and the 8<sup>th</sup> graders moving to high school.

- 5<sup>th</sup> grade students visit EMS in May each year and have a special day in August to pick up schedules and “walk through” their daily routine.
- Middle School Open House provides a welcome to students and parents, along with a letter from the principal in mid-August.
- All EMS students are provided an Agenda Book that includes the school handbook.
- Music teachers visit the elementary buildings to develop interest in the band/orchestra programs.
- Special education students in both incoming from 5<sup>th</sup> and outgoing 8<sup>th</sup> graders, visit their new schools, along with their current special education teachers.
- The high school principal and counselors speak to the 8<sup>th</sup> graders in May to explain their course selection book and answer questions. As a follow up, 8<sup>th</sup> graders tour the high school and have lunch.
- Parent orientations for new middle and high school students are held during an evening in May. Parents are also encouraged to attend tours.
- Teachers meet with counselors and social workers prior to the start of school to discuss any high-risk students (academic, physical, social or emotional needs)

## **8. Teacher Participation in Making Assessment Decisions:**

Teachers use a variety of formative and summative assessments to assist in making decisions regarding the curriculum and pace of lessons through team, grade content, Advisory and School Improvement meetings:

- Common math assessments at year end.
- Staff utilized common team planning time to review student academic achievement.
- MEAP results reviewed and analyzed using Data 4 Success Program.
- Compass Learning pre-and –post testing for core areas.

The staff at EMS continues to complete common assessments in all core areas during the 2009-2010 school year.

## **9. Timely and Additional Assistance to Students having Difficulty Mastering the Standards.**

Escanaba Middle School is a new schoolwide Title I building this year. The identification of students having difficulty mastering state standards at a proficient or advanced level will be accomplished as follows:

- Title I Program Chair will identify students not proficient from analysis of MEAP data, review of PowerSchool reports and implementing STAR reading program during the month of September.
- EMS has a full time social worker who provides emotional and other support for our students.
- Students identified with these needs will be provided with timely, additional assistance by:
  - Differentiated instruction in Core classes and training for teachers in this area.
  - Providing math exploratory classes that target the needs of these students.
  - STAR diagnostic testing
  - Providing individual/small group reading interventions daily.
  - Co-teaching in ELA classes with a Title I Intervention teacher.
  - Paraprofessional assists with identified students.
  - Utilize a curriculum in detention room that is alternative to suspension.
  - 6<sup>th</sup> grade Study Skills classes to modify re-teach and/or organize assignments.
  - Utilizing Compass Learning to design individualized instruction for targeted math objectives.
  - After school tutoring and homework help room.
  - Summer School Program
  - Inter-Disciplinary Units include the Art, Music and Industrial Education Departments.

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#### **D. CURRICULUM ALIGNMENT:**

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Escanaba Middle School's curriculum is aligned with the Michigan Curriculum Framework. Content areas are reviewed to identify "gaps" in instruction. EMS works closely with the DSISD to keep current with any curriculum alignment issues, so to adjust when changes are made. Professional development is provided by the ISD in the core areas of study and physical education/health, which focuses on curriculum alignment.

The 2009-2010 school year provides no daily team meeting times, so the EMS staff will meet with core areas monthly to discuss the goals in our school improvement plan. Grade level teachers will meet as necessary to review data and determine gaps in instruction between the grade levels. A process for the development of continued Professional Learning Communities will be determined in the fall of 2009.

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#### **E. USE OF COMMUNITY RESOURCES AND VOLUNTEERS:**

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The Delta County community provides invaluable services, activities and resources for our students:

- PTO provides funding for student clubs: Guitar, Automotive, Drama, Book Review

- Implementing Odyssey of the Mind and Science Olympiad for 2009-2010.
- Big Brothers/Big Sisters: Corporate and Student Mentoring
- Kiwanis Club: Mentor for the Builder's Club
- Scholastic Book Fair
- Classroom volunteers and Field Trip Chaperones
- Banks provide materials for Mini-Society and host field trips.
- Mobile Dentists
- Local healthcare providers administer student athlete physicals.
- American Red Cross: Partner for student CPR training.
- Reality Store for Transition Classes
- Area Businesses: provide information, presentations, and tours of business to our students.

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## **F. Adult Roles in Community Education, Libraries and community Colleges.**

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EMS partners with several businesses and with Bay de Noc Community College for the following:

- Escanaba Public Library serves as a PowerSchool Parent Portal for our parents.
- UP State Bank provides materials for the Mini-Society program.
- Bay de Noc Community college hosts the Youth in Leadership Conference for student council.

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## **G. Methods for Effective use of Technology:**

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Escanaba Middle School was renovated in 2004, and is enhanced with state of the art technology which includes:

- All networked computers throughout building with two computer/presentation labs.
- In-focus projector teaching stations in all classrooms and labs.
- PowerSchool, Compass Learning and K to the 8<sup>th</sup> Power technology curriculum are available building-wide.
- The EMS staff has attended extensive technology training. For the 2009 Summer Training Schedule, see **APPENDIX F**

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## **H. On the Job Learning:**

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Students at EMS participate in several exploratory activities that focus on career choices, including Mini-Society, the Reality Store, and partnerships with the Kiwanis Club. The Escanaba High School features more career building activities and information can be obtained from Tracy Hudson, in the guidance office.

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## **I. Building Level Decision Making:**

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During the past 12 years, the Escanaba Middle School staff has had daily team meetings. During this time, all stakeholders took part in the decisions that affected their students, and the curriculum. This year, EMS has moved to a six hour day with no team planning. It is a priority that both grade level and subject area teams will meet to share in the decision-making process. After discussions within the teams, decisions will be made during regular staff, advisory or school improvement meetings. Our PTO group meets every other month and receives an update from the principal at these meetings. Parents may provide input via PowerSchool, email, visits to school, during School Improvement meetings or through our website. The fall parent perception survey will also assist the staff of EMS in making decisions.

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## **J. Evaluation:**

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Because EMS is in the first year as a Title I Schoolwide building, each month our School Improvement meeting will review the progress of our program's implementation. The staff will receive an update on the implementation of the program and have opportunity to offer input into the program's effectiveness. Further evaluations of the process will be determined during discussions at staff meetings, professional development sessions and during daily conversations. Revisions to the plan will be made based on the evaluation of the data.

The following evaluation tools will be utilized to determine student progress:

- Students of greatest need will be identified through MEAP scores, Data 4 Success analysis, STAR reading test and Compass Learning Math pre-tests.

*The school wide committee will meet monthly to review and revise the school improvement plan to ensure continuous student progress. A Calendar of Events is being developed to assist the staff in monitoring the school improvement initiatives.*