

Morgan Middle School



School Improvement Plan

2008-2009

Submitted by the Learning Improvement Team

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Mission

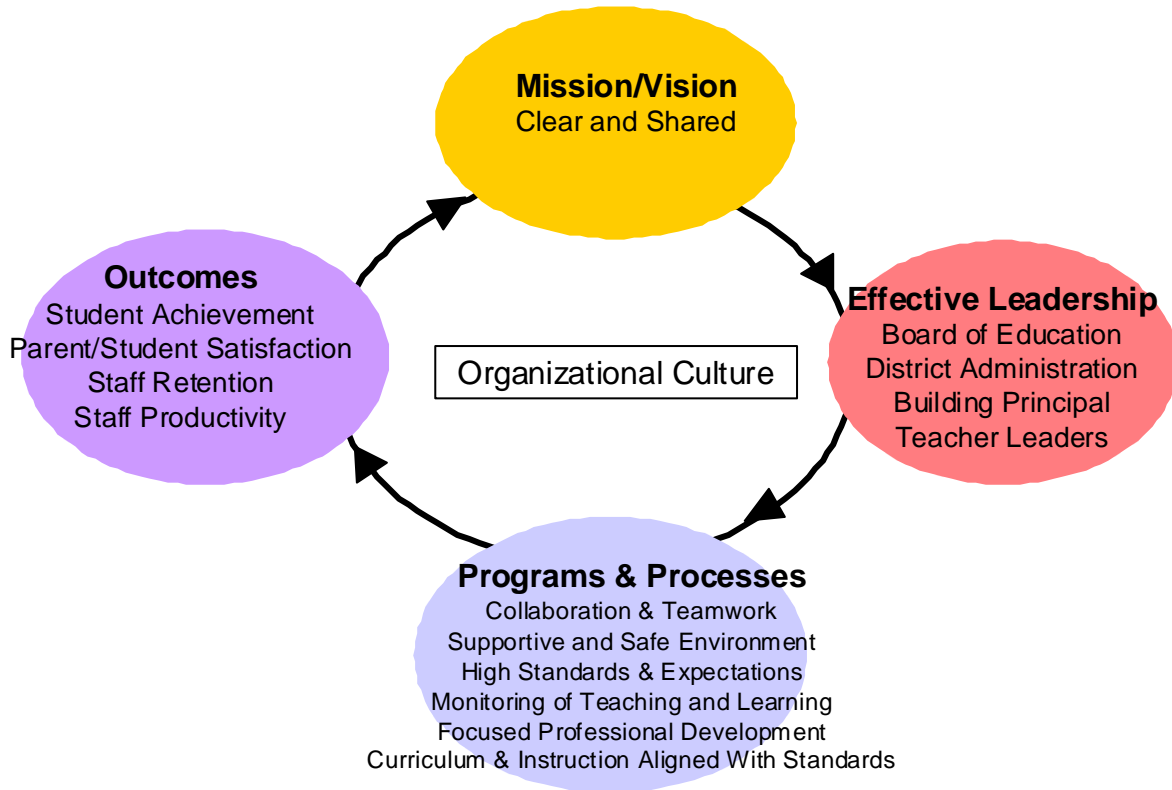
All students in the Ellensburg School District will graduate from high school.

Vision

To contribute to the mission, it is the vision of Morgan Middle School to provide its students with the skills and content knowledge to succeed in the vision of high school graduation.

Morgan Middle School cultivates habits of excellence for a changing world. The school offers a challenging and high quality education, enabling students to become competent and confident individuals who are self-directed, interactive learners and responsible contributors to society. School personnel, students, parents and the community share in the development of excellence by fostering inquiry, identity and interaction.

Organizational Cycle of Influence



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The Best of What is –Demographics

Student Data

Ethnic Designation (October 17, 2008)	Total	6 th	7 th	8 th
White	527	204	169	154
Hispanic	82	32	25	25
Native American (Indian)	13	6	4	3
Black	10	2	3	5
Asian	10	5	3	2

Total Enrollment September 21, 2006

6 th Grade	249
7 th Grade	204
8 th Grade	189

Students receiving free and reduced lunches: 241 of 642 students enrolled.

Staff Data

Teachers	36
Custodians	4
Counselors	2
Kitchen Staff	6
Librarian	1
Administrators	2
Secretaries	3
Aides (Includes L.A.P, Special Education, Library, Office and Regular Education Aides)	13

The Best of What is –Student Learning

Building: Part 1: Summarize observations from the data :

Morgan Middle School has three major data points that should be considered in the growth and progress in the State Standards and E.S.E.A. federal standards:

Washington Assessment of Student Learning – Grades 6, 7 & 8

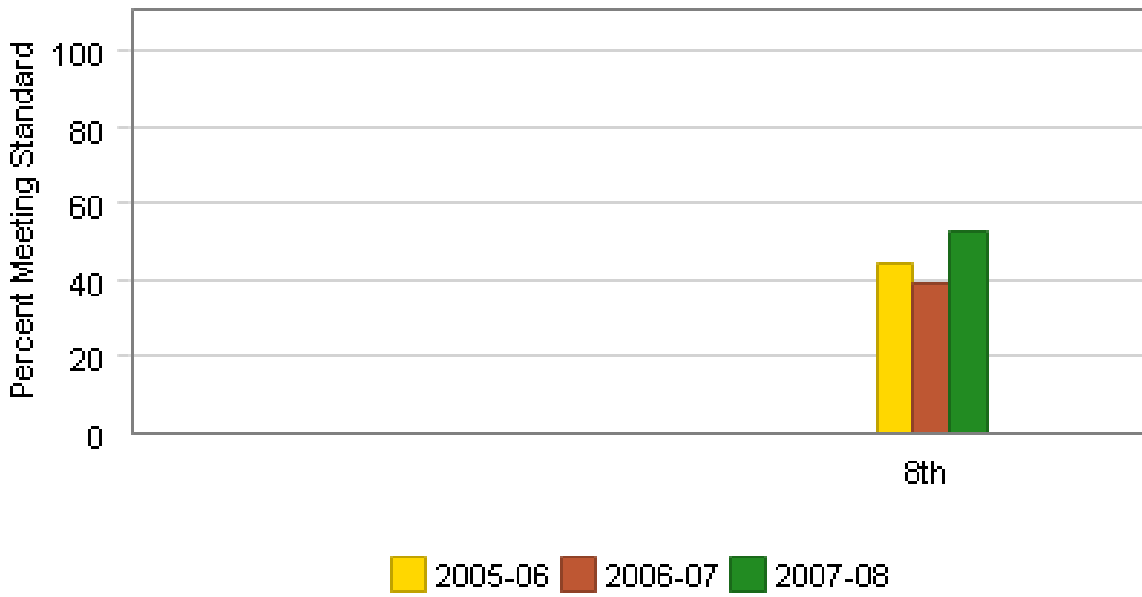
Washington Assessment of Student Learning

The W.A.S.L. test is a standards based assessment focused on the State Essential Learnings in the areas of math, reading, writing and science. This test is the standard by which students can earn a certificate of mastery at the ninth grade level or beyond. The W.A.S.L. results for the spring of 2008 were lower than the previous year's in the areas of reading and math at the seventh and eighth grade level. At the eighth grade level, science scores were much improved, seventh grade students writing scores were also greatly improved. Last year's sixth grade students posted some of the highest reading and math scores to date at their level.

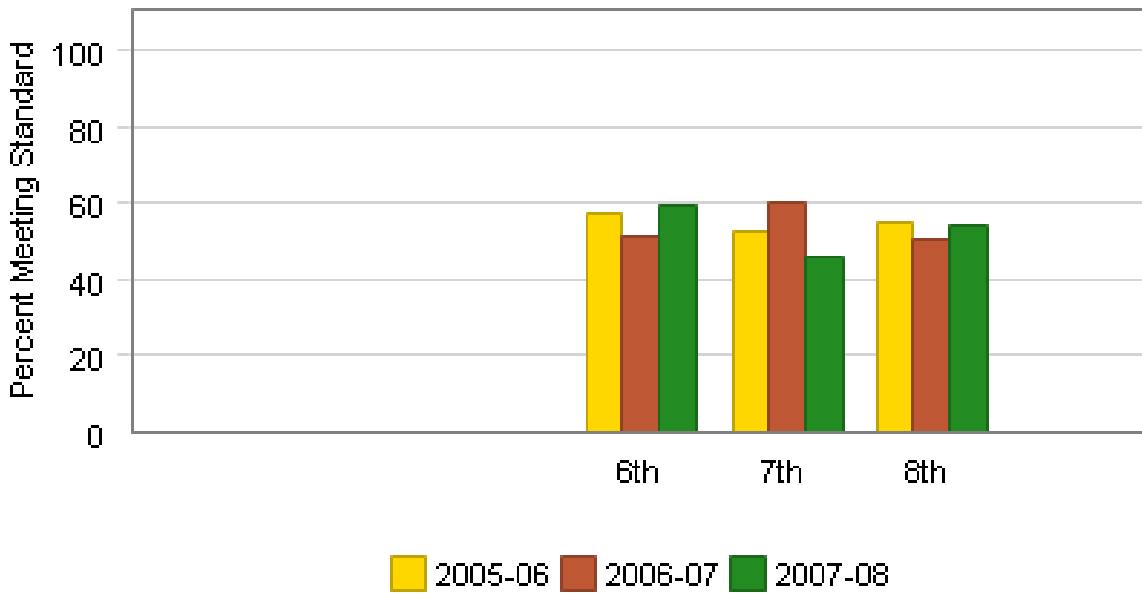
All assessment information has been and will continue to be analyzed by teachers and administrators for the purpose of instructional improvement. The primary driver for curriculum improvement will follow in the specific plans contained in this document.

Grade Level	Reading	Math	Writing	Science
<u>6th Grade</u>	74.1%	59.6%		
<u>7th Grade</u>	56.8%	46.2%	77.7%	
<u>8th Grade</u>	58.3%	54.4%		52.5%

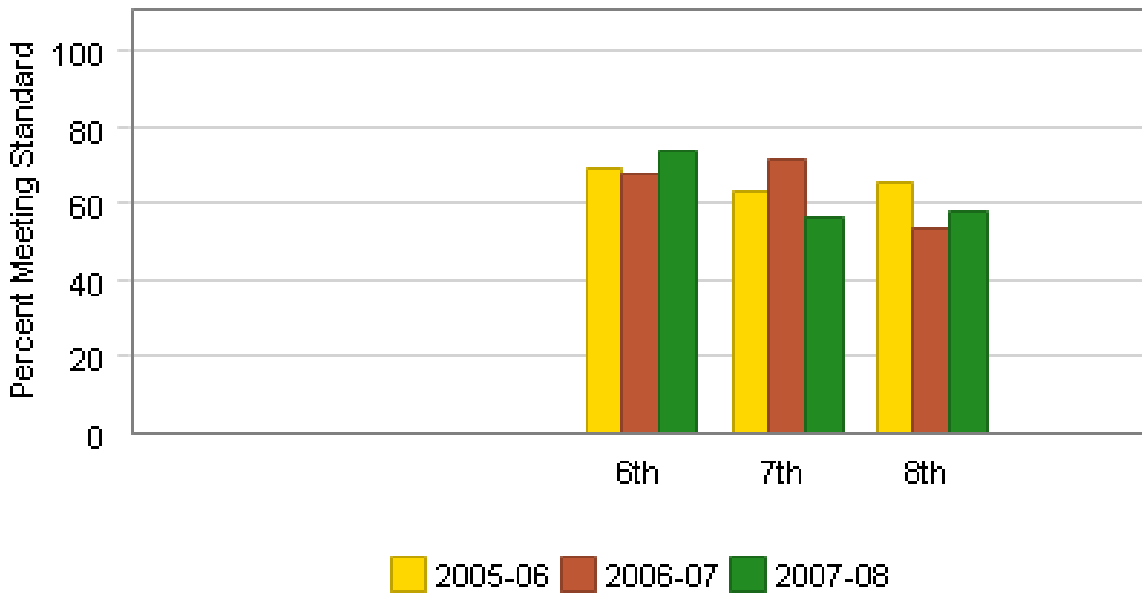
Science



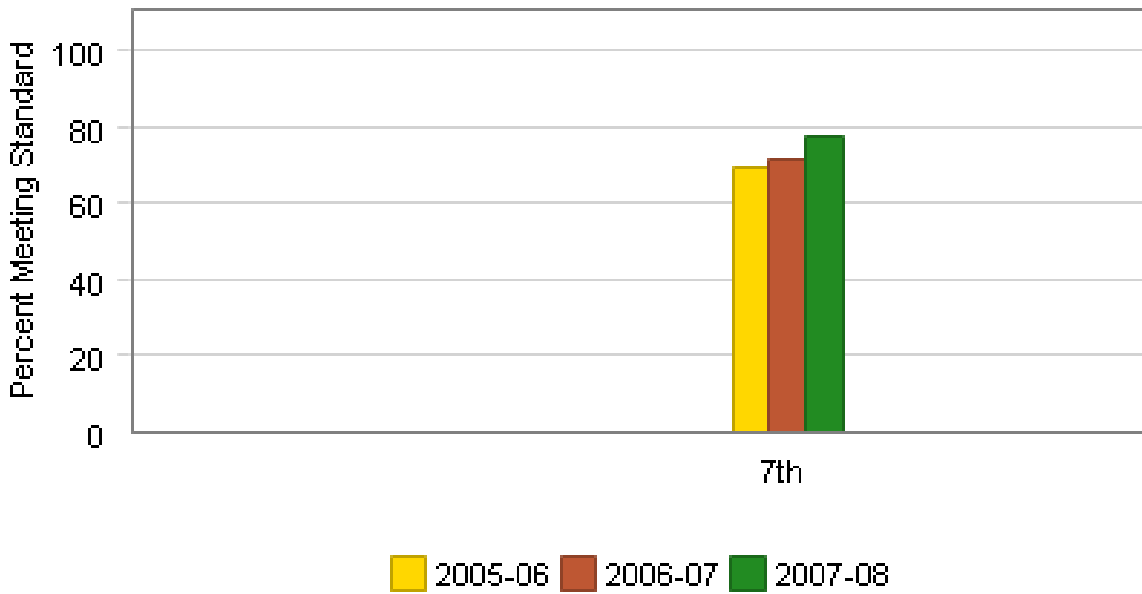
Math



Reading



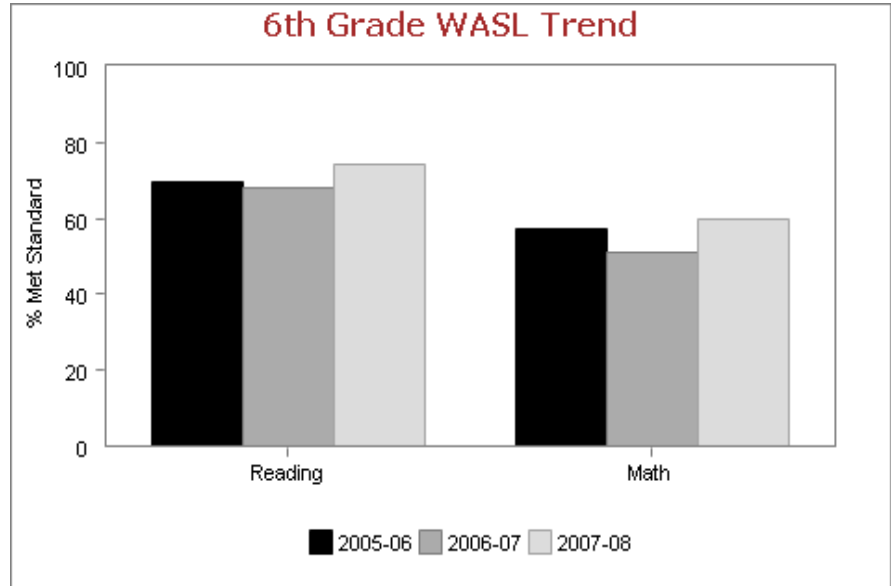
Writing



6th Grade WASL Trends

6th Grade WASL

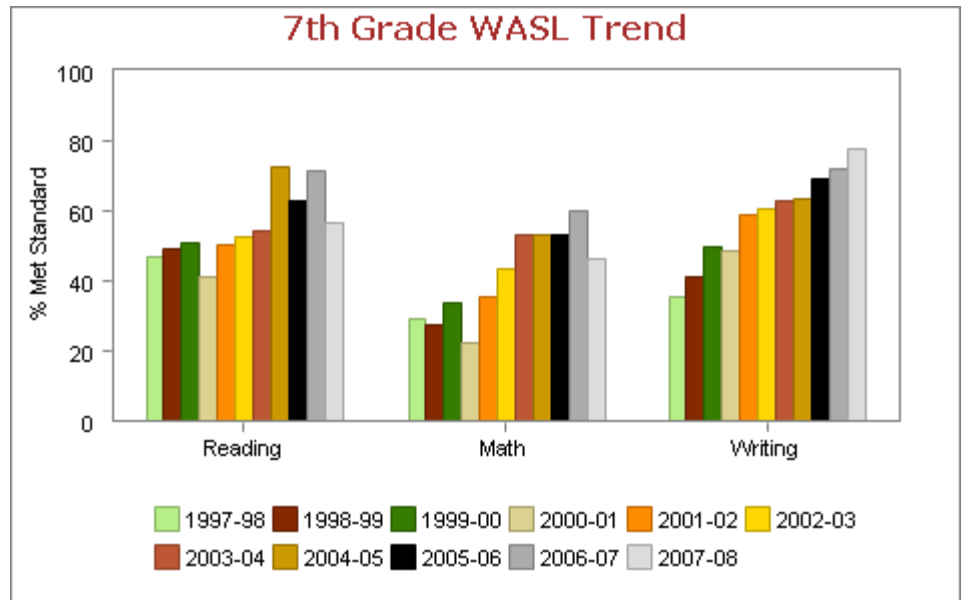
Year	Reading	Math
2005-06	69.4%	57.2%
2006-07	67.8%	50.9%
2007-08	74.1%	59.6%



7th Grade WASL Trends

7th Grade WASL

Year	Reading	Math	Writing
1997-98	46.6%	29.0%	35.7%
1998-99	48.9%	27.6%	41.2%
1999-00	50.7%	33.6%	49.8%
2000-01	41.1%	22.2%	48.6%
2001-02	50.2%	35.3%	59.1%
2002-03	52.3%	43.4%	60.4%
2003-04	54.5%	53.4%	62.6%
2004-05	72.8%	53.0%	63.4%
2005-06	63.0%	53.1%	69.4%
2006-07	71.2%	60.1%	71.9%
2007-08	56.8%	46.2%	77.7%

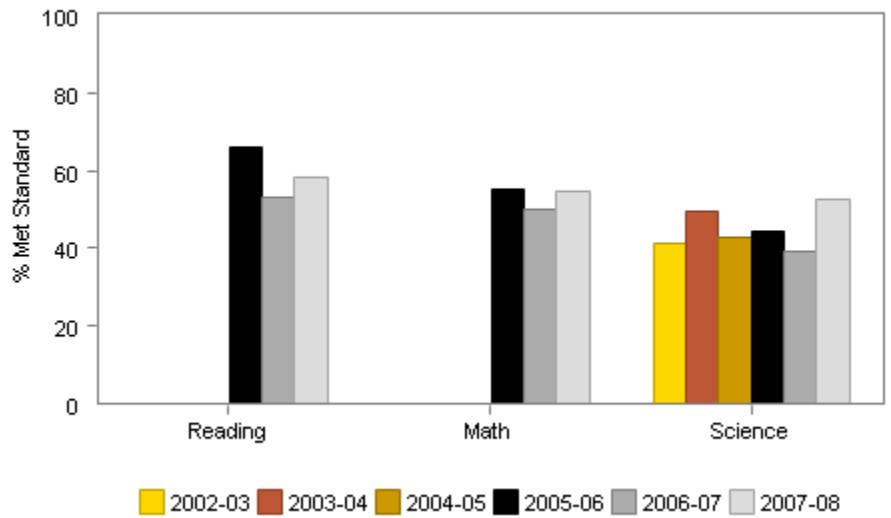


8th Grade WASL Trends

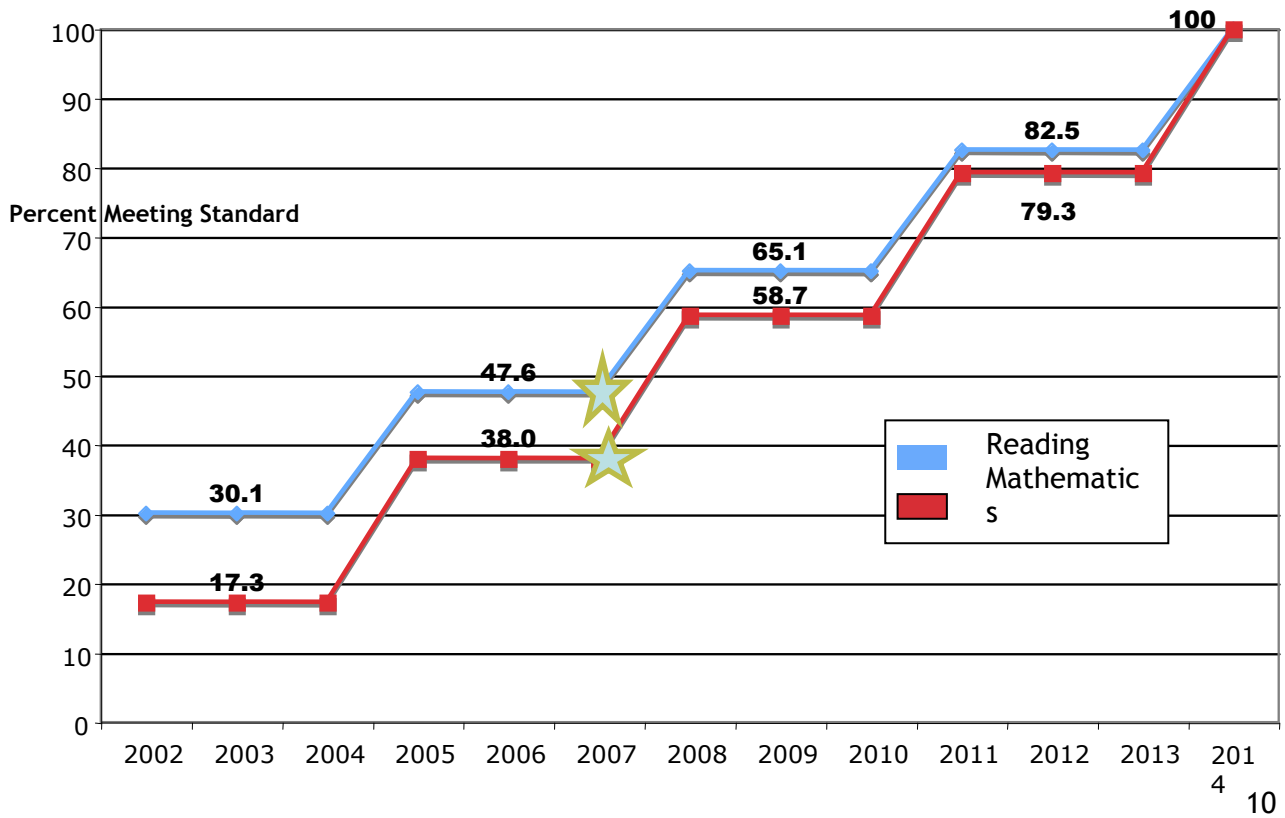
8th Grade WASL

Year	Reading	Math	Science
2002-03			41.0%
2003-04			49.6%
2004-05			42.9%
2005-06	65.8%	55.0%	44.5%
2006-07	53.3%	50.2%	39.0%
2007-08	58.3%	54.4%	52.5%

8th Grade WASL Trend



Middle school uniform bar (6-8)



Valuing the best of what is: **MAPS Assessment**

Another reliable measure of student growth at Morgan has been the Measure of Academic Progress (MAP). MAP tests are unique in that they adapt to be appropriate for the students level of learning. As a result, each student has the same opportunity to success and maintains a positive attitude toward testing. Additionally with MAP tests, we can administer shorter tests and use less class time while still receiving detailed accurate information about students' levels of performance.

In the spring of 2008, all students (6th, 7th and 8th) were tested. This data was used for placement in math class at the 7th, 8th and 9th grade level. It was also valuable achievement information for Morgan teachers to have about their students in September as school started.

Map testing is also used during the school year to measure academic growth of 6th grade students in the Learning Assistance Program in Reading and 6th, 7th and 8th grade students in the English Language Learners assistance program.

Valuing the best of what is: Programs

Morgan Middle School is a 6th, 7th and 8th grade school. There are seven instructional periods per day.

6th Grade Structure

Students in the 6th grade have 6 required classes and one elective. English, Social Studies and Reading are offered in a block format. Additionally, students take P.E., Science and Math. Math is separated into Advanced and Regular Math. Students have the opportunity to select one full year elective. They may choose from Band, Choir, Orchestra or Expressive Arts.

Support Programs

Learning Assistance Program/E.L.L. Migrant

One teacher and two instructional aides are now assigned to address 6th grade L.A.P. students, English Language Learners and Migrant students. (See L.A.P. planning document)

After School Tutoring

Bilingual tutoring with a certified teacher is available Monday-Thursday 3:00 to 4:00. Additionally, the CWU Bridge tutoring is available Tuesdays and Thursdays in the Library 3:00-5:00 p.m.

7th Grade Structure

Students in the 7th grade have six required classes and one elective. The six required classes are: English, Social Studies, Physical Education, Mathematics, Science and Reading (a semester each) and Exploratory (4 nine-week courses: Art, Mind Benders, Forensic and CAD/Construction). English and Social Studies are offered in a block format in six of the eight sections. Math is separated into regular and advanced.

Electives for 7th grade are; Band, Choir, Advanced Orchestra, Spanish 1 and Combo.

Students with substandard W.A.S.L. scores are offered an additional semester of Reading or Math

Support Programs

E.L.L. Migrant Programs

There has been a signification increase in human resources made to address the needs of English language learners and migrant students in the 7th grade. (See District E.L.L. planning document)

After School Tutoring

Bilingual tutoring with a certified teacher is available Monday-Thursday 3:00 to 4:00. Additionally, the CWU Bridge tutoring is available Tuesdays and Thursdays in the Library 3:00-5:00 p.m.

8th Grade Structure

Students in the 8th grade have 5 required classes and two electives. The 5 required classes are: Language Arts, Social Studies, Mathematics, Science/Health Science, and Physical Education. Students can select from eight elective courses: four year-long offerings (Band, Choir, Spanish II, Orchestra and Journalism) and four semester-long offerings (Computers, Art, Building Design, Leadership). Social Studies and Language Arts are offered in a block format. Math is separated into three courses: Basic Pre-Algebra, Pre-Algebra and Algebra.

E.L.L. Migrant Programs

There has been a significant increase in human resources made to address the needs of English language learners and migrant students in the 8th grade. (See District ELL planning document)

After School Tutoring

Bilingual tutoring with a certified teacher is available Monday-Thursday 3:00 to 4:00. Additionally, the CWU Bridge tutoring is available Tuesdays and Thursdays in the Library 3:00-5:00 p.m.

School Improvement Action Plan—School Climate

ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, "experts", parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
<i>Project Wisdom: Positive character building program.</i>	<i>Mr. Parker</i>	<i>Purchase material</i>	<i>September 2008</i>	<i>Daily reading with positive reviews.</i>
<i>Develop and provide information for parents and teachers on signs of drug use, drug prevention resources, and intervention resources via counselor website.</i>	<i>Ms. White & SWAPP club</i>	<i>Counselor and staff time, mailing costs, website development & training, time to consult with experts and parents, public forum and presentation of materials.</i>	<i>November 2008 to June 2009</i>	<i>Affirming reports from staff, parents, and administration that they feel more informed about signs of substance use and resources available. Also, referrals to administration re: drug use will be monitored</i>
<i>Student Coalition: creating positive school climate for all cultural & social groups.</i>	<i>Mr. Parker, ASB Counselors</i>	<i>Morgan staff & student time; CWU staff & student time; purchase material & training.</i>	<i>All year 2008/09</i>	<i>Affirming reports of students, staff & parents re: school climate.</i>
<i>School Climate Survey</i>	<i>Mr. Parker</i>	<i>Purchase questionnaire CWU staff & students</i>	<i>All year 2008/09</i>	<i>Aggregated student survey results</i>
Healthy Youth Survey	<i>Mr. Parker</i>	<i>Survey material provided by WA state Dept. of Health</i>	<i>October 2008</i>	<i>Survey results received during 08/09 school year.</i>
<i>Reader board: Positive character building messages displayed for our school & community.</i>	<i>Mr. Doughty</i>	<i>Internet resources; student/staff time.</i>	<i>All year 08/09</i>	<i>Affirming reports from parents, students & staff.</i>

School Improvement Action Plan—School Climate (Cont.)

Put Em' Up Program: reinforce positive behaviors from one student to another	Mr. Parker	District/ASB funds; school materials; donated Pepsi products & prizes.	All year 2008/09	Increased positive behaviors
Citizen of the Week: Students rewarded for showing good character.	Homeroom teachers; Mr. Parker	District/ASB funds; school materials; community donated & prizes.	All year 2008/09	Increased positive school climate as measured by student & staff perceptions.

	<i>Characteristic</i>		<i>Characteristic</i>		<i>Characteristic</i>
<i>x</i>	<i>Clear and Shared Focus</i>	<i>x</i>	<i>Supportive Learning Environment</i>	<i>x</i>	<i>Frequent Monitoring of Teaching and Learning</i>
<i>x</i>	<i>High Standards and Expectations</i>	<i>x</i>	<i>Parent and Community Involvement</i>	<i>x</i>	<i>Curriculum, Instruction and Assessment</i>
<i>x</i>	<i>Strong Leadership</i>	<i>x</i>	<i>Collaboration and Communication</i>	<i>x</i>	<i>Professional Development</i>

School Improvement Action Plan—Parent Involvement

<i>Data Point:</i>				
<i>Goal:</i>				
<i>ACTION</i>	<i>PERSON RESPONSIBLE</i>	<i>RESOURCES NEEDED</i> <i>(Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	<i>TIMELINE</i>	<i>EVIDENCE TOWARDS PROGRESS</i> <i>(State, district, classroom data)</i>
Create a common understanding of WASL standards and high school graduation among parents and staff.	Learning Improvement team & Parent group	<p>Student Learning Improvement Plans for underperforming students</p> <p>Links on district website to OSPI regarding WASL information and standards.</p> <p>Expanded newsletter including parent, teacher, administrator & counselor articles.</p> <p>Course information with grading procedure.</p>	All year 2008-2009	Parent feedback
Provide collaboration opportunities between staff & parents to address student academic and/or behavioral concerns i.e. staffings, 504 plans, MDT teams.	Administrators, teachers, counselors, case managers & parents.	Staff time; parent availability; accommodations as needed.	All year 2008-2009	Enhanced communication between staff and parents. Improved student academic performance.

	<i>Characteristic</i>		<i>Characteristic</i>		<i>Characteristic</i>
x	<i>Clear and Shared Focus</i>	x	<i>Supportive Learning Environment</i>	x	<i>Frequent Monitoring of Teaching and Learning</i>
x	<i>High Standards and Expectations</i>	x	<i>Parent and Community Involvement</i>	x	<i>Curriculum, Instruction and Assessment</i>
x	<i>Strong Leadership</i>	x	<i>Collaboration and Communication</i>	x	<i>Professional Development</i>

School Improvement Action Plan—Staff Development

Data Point: W.A.S.L. results In Reading and Math for the previous six years.

Goal: Promote building wide staff development in reading and Math

ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED <i>(Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	TIMELINE	EVIDENCE TOWARDS PROGRESS <i>(State, district, classroom data)</i>
<p>Examine W.A.S.L. and MAPS assessments for the 2007-2008 school year in order to determine the areas for in-service, particularly, in the areas for Math and Reading.</p> <p>Create a Curriculum Map and Curriculum Guide for Math, Reading and Science.</p> <p>Maintain a presence on District curriculum committees and pilot materials that are identified</p>	<p style="text-align: center;"><i>Learning Improvement Team</i></p> <p style="text-align: center;"><i>Departments</i></p> <p style="text-align: center;"><i>Gary Ristine/Staff</i></p>	<p>L.I.T. Meetings and Department Meetings</p> <p>Early release days during this school year.</p> <p>District Adoption Committees</p>	<p style="text-align: center;">September 2008 to December 2008</p> <p style="text-align: center;">Defined Early Release Days</p> <p style="text-align: center;">September 2008 to June 2009</p>	<p style="text-align: center;"><i>Define assessment trends in report format. Recommend in-service as resources are made available. Use defined early release day times.</i></p> <p style="text-align: center;"><i>Document completion and documents on District Website</i></p> <p style="text-align: center;"><i>Adoption of instructional materials</i></p>

	Characteristic		Characteristic		Characteristic
X	<i>Clear and Shared Focus</i>	X	<i>Supportive Learning Environment</i>	X	<i>Frequent Monitoring of Teaching and Learning</i>
X	<i>High Standards and Expectations</i>	X	<i>Parent and Community Involvement</i>	X	<i>Curriculum, Instruction and Assessment</i>
X	<i>Strong Leadership</i>	X	<i>Collaboration and Communication</i>	X	<i>Professional Development</i>

School Improvement Action Plan—Math

<i>Data Point: Five Year WASL profile</i>				
<i>Goal: Raise WASL scores, particularly</i>				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
<i>Adopt new K-12 math curriculum</i>	<i>Adoption Committee</i>	<i>Release time; state recommended curricula for review; training time with new materials;</i>	<i>08-09 School Year</i>	<i>Curriculum in place Fall ‘09</i>
<i>Complete Curriculum guide/Curriculum mapping</i>	<i>Math Team</i>	<i>Release time to review new math standards and align those to the new curriculum, create pacing guide, and cover any “holes” in curriculum</i>	<i>08-09 School Year</i>	<i>Completion of guide and mapping</i>
<i>Assessment Review (maps, OH, WASL)</i>	<i>Math Team</i>	<i>Release time to review test data of individual students in order to focus on targeted instruction and placement; new curriculum math assessments</i>	<i>08-09 School Year</i>	<i>Identifying students strengths and weaknesses</i>
<i>Math team review of booster classes</i>	<i>Mohn and Martone</i>	<i>Release time for CRD</i>	<i>08-09 School Year</i>	<i>Development of curriculum</i>
<i>Refer students to Bridges Program/Tutoring</i>	<i>Math Team</i>	<i>Referral forms</i>	<i>08-09 School Year</i>	<i>Increased attendance in programs</i>
<i>Team time</i>	<i>Grade Level teams</i>	<i>Release time</i>	<i>08-09 School Year</i>	<i>Consistency</i>
<i>Use state math/science funds for conference attendance</i>	<i>Math Team/Principal</i>	<i>State math/science staff development funds for each math staff member’s attendance at a conference</i>	<i>08-09 School Year</i>	<i>Conference attendance and implementation of new information</i>
<i>Review of Revised Standards</i>	<i>Math Team</i>	<i>Release time</i>	<i>08-09 School Year</i>	<i>Increased teacher awareness</i>

	<i>Characteristic</i>		<i>Characteristic</i>		<i>Characteristic</i>
<i>x</i>	<i>Clear and Shared Focus</i>	<i>x</i>	<i>Supportive Learning Environment</i>	<i>x</i>	<i>Frequent Monitoring of Teaching and Learning</i>
<i>x</i>	<i>High Standards and Expectations</i>	<i>x</i>	<i>Parent and Community Involvement</i>	<i>x</i>	<i>Curriculum, Instruction and Assessment</i>
<i>x</i>	<i>Strong Leadership</i>	<i>x</i>	<i>Collaboration and Communication</i>	<i>x</i>	<i>Professional Development</i>

School Improvement Action Plan—Technology

<i>Goal: Continued Technology Integration</i>				
<i>ACTION</i>	<i>PERSON RESPONSIBLE</i>	<i>RESOURCES NEEDED (Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	<i>TIMELINE</i>	<i>EVIDENCE TOWARDS PROGRESS (State, district, classroom data)</i>
Continue to integrate technology as a classroom teaching tool as well as a communication tool with students, parents and community.	Building Administration and Staff, District Technology Director	Training in using School Fusion Website, domain and Moodle	2008-2009 sy	All staff using Internet to enhance classroom teaching and communication with students and parents.
MAPS Testing: 6 th Grade LAP & ELL	Pat Doughty & Kari Backlund	Internet and computer lab access	Spring/Fall 08-09 SY	Charting student academic growth.
MAPS Testing: 6,7,8 grades ELL	Pat Doughty & Kari Backlund	Internet and computer lab access	Fall 08	Appropriate academic skill-level placement for current school year.
MAPS Testing: All students	Pat Doughty & Kari Backlund	Internet and computer lab access	Spring 09	Appropriate academic skill-level placement for following school year.

	<i>Characteristic</i>		<i>Characteristic</i>		<i>Characteristic</i>
x	<i>Clear and Shared Focus</i>	x	<i>Supportive Learning Environment</i>	x	<i>Frequent Monitoring of Teaching and Learning</i>
x	<i>High Standards and Expectations</i>	x	<i>Parent and Community Involvement</i>	x	<i>Curriculum, Instruction and Assessment</i>
x	<i>Strong Leadership</i>	x	<i>Collaboration and Communication</i>	x	<i>Professional Development</i>

School Improvement Action Plan—Reading

Data Point: Five Year WASL Profile

Goal: Align the middle school reading program with the state Grade Level Expectations and recommend instructional practices that will assure continued use of curriculum materials as well as the evaluation of student achievement in reading as measured by increased WASL scores toward the ultimate goal of all students meeting the standard.

ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
Create K-12 Mapping document	K-12 reading and L.A. tchrs.	-District provided mapping template -Use of early release days to meet and discuss mapping plan	2008-2009	Completed mapping document
Reading specialist to work with 7 th grade students below a 400 score on the WASL as a part of the reading booster class.	Kari Backlund and Barb Helleeson	Reading booster class for 7 th grade second and third quarters	2008-2009	Increased scores on WASL for students participating in class.
Analyze MAPS and WASL data to organize and plan instruction and to determine gaps in instruction.	Gary Ristine and reading teachers	-Early Release assessment days -District-provided training in analyzing assessment data	2008-2009	Analysis of data to determine gaps in curriculum and for curriculum design and development.
Analyze 7 th and 8 th grade WASL data to develop 8 th grade remedial interventions.	8 th grade language arts teachers	-Early release assessment days -District-provided training in analyzing assessment data	2008-2009	Increased scores in 8 th grade reading WASL
Provide rigorous experiences for students to practice WASL-type reading prompts.	Middle school language arts teachers	Adopted and supplemental materials which provide prep and practice in reading assessments	Ongoing	Continued use of WASL prep in curriculum as a part of the reading adoption and supplemental materials
Compare Morgan reading practices and curriculum with Washington Grade Level Expectations to fill gaps in instruction.	Middle school language arts teachers	-Current copy of GLE’s -Teacher created curriculum guides	Ongoing	Created document of alignment

School Improvement Action Plan—Reading (Cont)

<i>Data Point: Five Year WASL Profile</i>				
<i>Goal: Align the middle school reading program with the state Grade Level Expectations and recommend instructional practices that will assure continued use of curriculum materials as well as the evaluation of student achievement in reading as measured by increased WASL scores toward the ultimate goal of all students meeting the standard.</i>				
<i>ACTION</i>	<i>PERSON RESPONSIBLE</i>	<i>RESOURCES NEEDED (Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	<i>TIMELINE</i>	<i>EVIDENCE TOWARDS PROGRESS (State, district, classroom data)</i>
MAPS Des Carte training	District-provided trainer	-MAPS consultant or expert -Time for training	2008-2009	Completed training for all language arts teachers.
Increase classroom libraries at 7 th and 8 th grades	Barb Helleson, Teresa Torrance-Smith, Paul Coppin	Funds for purchase of books as a part of curriculum adoption	Fall, 2008	-Additional books in classroom libraries

	<i>Characteristic</i>		<i>Characteristic</i>		<i>Characteristic</i>
X	<i>Clear and Shared Focus</i>	X	<i>Supportive Learning Environment</i>	X	<i>Frequent Monitoring of Teaching and Learning</i>
X	<i>High Standards and Expectations</i>	X	<i>Parent and Community Involvement</i>	X	<i>Curriculum, Instruction and Assessment</i>
X	<i>Strong Leadership</i>	X	<i>Collaboration and Communication</i>	X	<i>Professional Development</i>

School Improvement Action Plan—SPED & ELL Reading

Goal: Improve WASL scores and Academic Yearly Progress for students with disabilities and with English language learners.

ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED <i>(Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	TIMELINE	EVIDENCE TOWARDS PROGRESS <i>(State, district, classroom data)</i>
<i>Purchase Read 180 curriculum for Special Education program and English Language Learner program at Morgan Middle</i>	<i>For all components: Betty McKinney, Bill Bouic, Dolores Gonzalez</i>	<i>Annual maintenance</i>	<i>NA this year</i>	<i>>Purchase completed as of 9-1-08</i>
<i>Read 180 Training by publisher</i>		----- <i>Trainings from Read 180 personnel: 1st training complete...no additional costs.</i>	- 1st training	----- <i>>Completed 9-3-08. Trained by Read 180 trainers. Can administer Student Reading Inventory, place students at appropriate level, facilitate all components of program.</i>
<i>Ongoing Read 180 Training by publisher</i>		----- <i>Need 3 full day substitutes for 3 teachers (no cost for the actual training materials and personnel as it was purchased with curriculum)</i>	----- <i>2nd training to be completed by December 19, 2008</i>	----- <i>>Trained by Read 180 trainers. Can utilize data collection and reporting components of curriculum.</i>
<i>Attend maximum of 4 Read 180 cadre meetings in Richland, WA</i>		----- <i>Need half-day subs for 3 teachers for 4 motorpool car, dinner for each at current rate, curriculum pay for 3.5 hours for each teacher</i>	----- <i>Starting with November 2008</i>	----- <i>>Attendance at cadre meetings, questions about Read 180 answered. We will be more efficient utilizing the data and reporting components of the program.</i>
<i>Curriculum collaboration among Read 180 teachers, curriculum mapping, align with English Language Development Standards and Grade Level Equivalentents</i>		----- <i>Need 3 Early Release days 1-3:30 pm</i>	----- <i>December 12 ER February 13 ER April 3 ER (ER=Early Release days)</i>	----- <i>>Curriculum Map and Grade Level Equivalentents alignment document</i>
<i>Analyze Read 180 Assessment data for reports produced from curriculum assessment components</i>		----- <i>Need 1 Early Release day 1-3:30</i>	----- <i>February 6 ER</i>	----- <i>>Discussion held, analysis to be used to guide instruction and provide feedback to staff and district on program</i>
<i>Presentation of program and student progress to Morgan staff</i>		----- <i>preparation time: Need 3 substitutes for 3 teachers for ½ day</i>	----- <i>February 6 ER</i>	----- <i>>Discussion held, analysis to be used to guide instruction and provide feedback to staff and district on program</i>
<i>Curriculum collaboration with high school staff about the program and student progress</i>		----- <i>Need 1 Early Release Day 1:00-3:30</i>	----- <i>February 6 ER</i>	----- <i>>Discussion held, analysis to be used to guide instruction and provide feedback to staff and district on program</i>

<p>Prepare report for school board— evaluation of Read 180 program</p> <hr/> <p>Presentation to School Board</p> <p>Purchase replacement materials for next academic school year</p> <hr/>		<p>Need ½ day substitutes for 3 teachers</p> <hr/> <p>R-Book student workbooks, approx 40 Binders for incoming students, approx 20 Dividers for binders, approx 20 pkts.</p> <hr/>	<p>-- May 28, 2009</p> <hr/> <p>-- May 1 ER</p> <hr/> <p>May 2009</p> <hr/> <p>-- By June 12, 2009</p> <hr/> <p>By June , 2009</p> <hr/> <p>--</p>	<p>----</p> <p>>Presentation given at faculty meeting by Bill Bouic, Betty McKinney, and Dolores Gonzalez by end of May 09.</p> <hr/> <p>----</p> <p>>Meeting held with Teri Giesy, Kathy Haberman, and Caspar VanHaalen to give overview of Read 180</p> <hr/> <p>>Evaluation report prepared to present to school board by end of year.</p> <p>Presentation given to school board.</p> <hr/> <p>----</p> <p>>Materials ready for next academic year.</p> <hr/> <p>----</p>
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School Improvement Action Plan—Science

Data Point: Morgan Science WASL, Spring 2008: 52.5 % met standard; State Science WASL, Spring 2008: 47.9% met standard

Goal: To improve WASL scores

<i>ACTION</i>	<i>PERSON RESPONSIBLE</i>	<i>RESOURCES NEEDED (Materials, substitutes, "experts", parents, funding, schedule, etc)</i>	<i>TIMELINE</i>	<i>EVIDENCE TOWARDS PROGRESS (State, district, classroom data)</i>
Assemble Curriculum Guides for all three grade levels	All MMS science staff	Carolina Curriculum Materials Maps	October 2008	Packet of Curriculum Guides given to Gary Ristine
<i>Map 6th Grade Science Curriculum: Human Body Systems Catastrophic Events</i>	<i>Liz Zentner Kevin Dwight Mark Fevegeon</i>	<i>Curriculum Guides from kits Most recent science standards Curriculum Mapping Template</i>	Spring 2009	<i>Completed Curriculum Map</i>
Map 7 th Grade Science Curriculum: Energy, Machines, and Motion Earth in Space	Liz Zentner Mark Fevegeon	Curriculum Guides from kits Most recent science standards Curriculum Mapping Template	Spring 2009	Completed Curriculum Map
<i>Map 8th Grade Science Curriculum: Properties of Matter Organisms: Macro to Micro</i>	<i>Kevin Dwight Heather Stewman</i>	<i>Curriculum Guides from kits Most recent science standards Curriculum Mapping Template</i>	Spring 2009	<i>Completed Curriculum Map</i>
Discuss assessment practices/goals	All MMS science staff	Carolina Curriculum Assessments Time to meet/discuss	CRD 2008-2009	Created Assessments
<i>Meet with EHS science staff to align curriculum</i>	<i>6-12 science staff</i>	<i>Curriculum Maps and Guides Science Notebooks</i>	CRD 2008-2009	<i>Meeting Minutes</i>

