

## AdvancEd Action Plan

District: Brookings

School: Mickelson Middle School

Date: April 2009

<p>Goal Statement:</p> <p style="text-align: center;"><b>Goal 3: Promote respect and responsibility among all individuals.</b></p>		
Support Data (used to select the goal)	SUMMATIVE Assessments (at least three total)	
<p>Safe Drug/ Gun Free Report</p> <p>Supports Vision Statement</p> <p>Parent and Teacher Surveys</p> <p>Search Institute Survey</p>	<p>Standardized Assessment(s):</p> <p>Search Institute Survey</p>	<p>Local Assessment (s)</p> <p>Parent/ Teacher Surveys</p> <p># Office Referrals</p> <p>Natural Helper Survey</p> <p>Character Counts Survey</p> <p>-# PRO Awards</p>
<p>Objective:</p> <p>Number of PRO awards increases 2% annually.</p> <p># Office referrals decrease 2% annually.</p>	<p>Research supporting the intervention:</p> <p><u>Schools That Work</u> by Marzano.</p>	
<p> </p>		

Interventions	FORMATIVE Assessments	Timeline	Person(s) Accountable
<ul style="list-style-type: none"> <li>- Display posters depicting respect and responsibility throughout the middle school.</li> <li>- Instruct students about respect and responsibility once/quarter in homeroom</li> <li>-Design Character Counts lessons to be presented to 6<sup>th</sup> graders during homeroom</li> <li>-Implement Character Counts lessons</li> <li>-Include Words of Wisdom in daily announcements</li> <li>- Implement small groups with counselors regarding a variety of respect and responsibility topics</li> </ul>	<ul style="list-style-type: none"> <li>-decreased behavior interventions</li> <li>-decreased # late works</li> <li>-increased # of PRO awards</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2009- ongoing</li> <li>Fall 2009- ongoing</li> <li>Fall 2009- ongoing</li> <li>Fall 2009-ongoing</li> <li>Fall 2009- ongoing</li> <li>Fall 2009- ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Homeroom teachers/counselors/students</li> <li>Homeroom teachers</li> <li>Counselors and 8<sup>th</sup> graders</li> <li>Counselors and 8<sup>th</sup> graders</li> <li>Mrs. Miller</li> <li>Counselors</li> </ul>

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<p>Goal Statement:</p> <p><b>Goal 2: Provide quality education and prepare students for their future.</b></p>		
<p>Support Data (used to select the goal)</p> <p>Dakota STEP scores</p> <p>Supports vision statement</p>	<p>SUMMATIVE Assessments (at least three total)</p>	
	<p>Standardized Assessment(s):</p> <p>Dakota STEP</p>	<p>Local Assessment (s)</p> <p>Semester math grades</p>
<p>Objective:</p> <p>Students taking the Dakota Step math test will have a 3% increase in the percent proficient and advanced.</p>	<p>Research supporting the intervention:</p> <p><u>Strategies That Work</u> by Anne Goudvis</p>	
<p> </p>		

Interventions	FORMATIVE Assessments	Timeline	Person(s) Accountable
<p>SRA math program in special education</p> <p>Continue ongoing, biweekly small math and groups of students who performed basic or low proficient on the previous year's Dakota STEP test.</p>	<p>Progress charted in SRA.</p> <p>Grades in math</p> <p># of students in summer school for math</p>	<p>Ongoing with continuous monitoring and adjustments.</p> <p>Ongoing with continuous monitoring and adjustments.</p>	<p>SPED teachers</p> <p>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade math teachers</p>

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<p>Support Data (used to select the goal)</p> <p>Dakota STEP scores</p> <p>Supports vision statement</p>	<p>SUMMATIVE Assessments (at least three total)</p>	
	<p>Standardized Assessment(s):</p> <p>Dakota STEP</p>	<p>Local Assessment (s)</p> <p>Semester reading/ language arts grades</p>

Objective:  Students taking the Dakota Step reading test will have a 3%increase in the percent proficient and advanced.	Research supporting the intervention:  <u>Strategies That Work</u> by Anne Goudvis  <u>I Read it, but I don't Get It.</u> Chris Tovani		
Interventions  Continue ongoing, biweekly small reading groups of students who performed basic or low proficient on the previous year's Dakota STEP test.	FORMATIVE Assessments  Grades in reading and language arts classes  #of students in summer school for reading	Timeline  Ongoing with continuous monitoring and adjustments.	Person(s) Accountable  6 <sup>th</sup> , 7 <sup>th</sup> grade reading teachers  8 <sup>th</sup> core teachers- all of whom teach the small group reading

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School: Mickelson Middle School

Date: April 2009

<p>Goal Statement:</p> <p style="text-align: center;">Goal 2: Provide quality education and prepare students for their futures.</p>			
<p>Support Data (used to select the goal)</p>		<p>SUMMATIVE Assessments (at least three total)</p>	
<p>Supports new technology standards</p> <p>Supports vision statement</p>	<p>Standardized Assessment(s):</p> <p>State technology test</p>	<p>Local Assessment (s)</p> <p>8<sup>th</sup> grade technology test</p>	
<p>Objective:</p> <p>8<sup>th</sup> grade student taking the state technology test will increase their proficient and advanced scores by 3%</p>		<p>Research supporting the intervention:</p> <p>“Partnership for 21<sup>st</sup> Century Skills”</p>	
<p> </p>			
<p>Interventions</p> <p>Train staff in 21<sup>st</sup> Century Skills</p> <p>Incorporate technology standards into</p>	<p>FORMATIVE Assessments</p> <p>Post test</p> <p>Projects which</p>	<p>Timeline</p> <p>Fall 2009</p>	<p>Person(s) Accountable</p> <p>Dorothy Zuiderhof</p> <p>All staff</p>

classroom lessons Implement 21 <sup>st</sup> Century Skills in all classes	demonstrate 21 <sup>st</sup> Century Skills		administration
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**Advanced Ed Action Plan**

District: Brookings

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Date: April 2009

<p>Goal Statement:</p> <p align="center">Goal 1: Improve communication among home, school, and community.</p>			
<p>Support Data (used to select the goal)</p>		<p>SUMMATIVE Assessments (at least three total)</p>	
<p>Parent/ Teacher surveys</p> <p>Search Institute surveys</p> <p>Supports the District mission statement</p>	<p>Standardized Assessment(s):</p> <p>Search Institute survey</p>	<p>Local Assessment (s)</p> <p>Parent/Teacher surveys</p> <p>Student surveys</p>	
<p>Objective:</p> <p>95% of teachers will communicate weekly with parents and students about student expectations and progress.</p>		<p>Research supporting the intervention:</p> <p><u>Schools that Work</u> by Marzano</p>	
<p> </p>			
<p>Interventions</p>	<p>FORMATIVE Assessments</p>	<p>Timeline</p>	<p>Person(s) Accountable</p>
<p>Assign students a user name and password to access their individual accounts</p> <p>Maintain a team assignment website- updated daily with assignments, tests,</p>	<p># late or missing assignments</p>	<p>Fall 2009</p>	<p>Theresa Crawford/HR teacher</p>



projects. Update individual websites yearly Update grades at least weekly	# PRO award recipients		Team leaders All teachers with websites All teachers
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<p>Support Data (used to select the goal)</p>		<p>SUMMATIVE Assessments (at least three total)</p>	
<p>Parent/ Teacher surveys</p> <p>SPED surveys</p> <p>Search Institute surveys</p> <p>Supports the District mission statement</p>	<p>Standardized Assessment(s):</p> <p>Search Institute survey</p>	<p>Local Assessment (s)</p> <p>Teacher surveys</p> <p>SPED surveys</p>	
<p>Objective:</p> <p>Collaboration between regular ed teachers and SPED teacher will increase by 4%.</p>		<p>Research supporting the intervention:</p> <p><u>Whatever It Takes</u> by DuFour</p> <p><u>Schools that Work</u> by Marzano</p>	
<p> </p>			
<p>Interventions</p>	<p>FORMATIVE Assessments</p>	<p>Timeline</p>	<p>Person(s) Accountable</p>

<p>Investigate ways for SPED teachers to attend team meetings</p> <p>Integrate SPED TA's into the classroom more effectively</p> <p>Allow time at the beginning of each school year to review IEP</p>	<p>Ongoing discussions</p> <p>#late/missing assignments for SPED students</p> <p>Grade point average of SPED students</p>	<p>Fall 2009</p>	<p>SPED administrator, school administrator, SPED teachers</p> <p>All teacher s with TA's and TA's</p> <p>All teachers</p>
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Goal Statement:  Goal 1: Improve communication among home, school, and community.			
Support Data (used to select the goal)	SUMMATIVE Assessments (at least three total)		
Teacher surveys  Search Institute surveys  Supports the District mission statement	Standardized Assessment(s):  Search Institute survey	Local Assessment (s)  Reflection journals	
Objective:  95% staff will read and discuss in monthly book talks focused on effective teaching,	Research supporting the intervention:  <u>Whatever It Takes</u> by DuFour		
Interventions	FORMATIVE Assessments	Timeline	Person(s) Accountable
Continue learning communities- staff book discussions	Ongoing discussions  Monthly reflection logs	Fall 2009	All staff

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