

**Check all boxes that apply in each group:**

Middle School       Previous  
 Junior High School       Blue Ribbon School:  
 High School       Yes     No  
If yes, year(s) \_\_\_\_\_

Code: 2006-0013

Assigned by the Michigan Department of Education

## 2005-2006 Blue Ribbon Schools Program Certification Sheet

### School Information

Name of Principal: Mrs. Mary Lou Zaums

Official School Name: Bedford Junior High School

School Mailing Address: 8405 Jackman Road

City, State, Zip: Temperance, MI 48182

Telephone: (734) 850-6200

Fax: (734) 850-6299

Website/URL: http://www.bedford.k12.mi.us~jhs

Email: zaumsm@bedford.k12.mi.us

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

  
(Signature of Principal)

Date: January 13, 2006

### District Information

Name of Superintendent: Mr. Jon White

District Name: Bedford Public Schools

Tel.: (734) 850-6000

District Mailing: 1623 West Sterns Road

Fax: (734) 850-6099

City, State, Zip: Temperance, MI 48182

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

  
(Signature of Superintendent)

Date: January 13, 2006

### School Board Representative

Name of School Board President/Chairperson: David Taylor

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

  
(Signature of School Board President/Chairperson)

Date: January 13, 2006

## Preparation of School Self-Assessment

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### **Blue Ribbon Steering Committee**

Marcia Krisher, co-author  
 Mary Lou Zaums, co-author  
 Connie Matlow, editor  
 Pamela Pilewski, editor  
 Tammy Shepherd, technical advisor  
 Franz Koch, research  
 Roderick Hurley, research  
 Anita Lambert, research  
 Linda Brieschke, research  
 Debbie Kitzmiller, research  
 Jim Vergiels, computer assistance

### **Position/Title**

NCA Steering Committee Co-Chair – Counselor  
 Principal  
 Department Chair/Language Arts – Teacher  
 Teacher  
 Technical Assistant/Webmaster  
 Assistant Principal  
 Assistant Principal  
 Secretary  
 Secretary  
 Secretary  
 Teacher

### **Stakeholders**

Elaine Adkins  
 Mark Allison  
 Edd Bankowski  
 Kathy Bankowski  
 Lu Ann Bauer  
 Cheryl Benisatto  
 Aaron Bronakowski  
 Tina Brossia  
 Lisa Brown  
 Corey Burgermeister  
 Mike Buzene  
 Walt Chany  
 Debbie Christoff  
 Sheryl Connolly  
 Trish Cox

### **Position/Title**

Teacher  
 Teacher  
 Teacher  
 Department Chair/Physical Education – Teacher  
 Health Aid  
 Department Chair/Foreign Language – Teacher  
 YMCA Youth Counselor, Community Representative  
 PTSA President, parent  
 NCA Target Goal Chair  
 Teacher  
 NCA Target Goal Chair  
 Teacher  
 Paraprofessional  
 Counselor  
 Department Co-Chair/Social Studies, NCA Target Goal Chair,  
 Teacher  
 NCA Data Committee Chair - Teacher  
 Teacher  
 Community Representative  
 District Data Technician  
 Teacher  
 Teacher  
 Department Chair/Special Education – Teacher  
 Department Chair/Health – Teacher  
 District Building Technology Co-Chair, NCA Technology  
 Committee Co-Chair - Teacher  
 Teacher  
 Teacher  
 Department Chair/Science – Teacher  
 parent  
 Teacher  
 Teacher  
 Teacher  
 Teacher  
 Paraprofessional

Carrie Dadey  
 Mike Dager  
 Karen Dagget  
 James Dazley  
 Deb Dojcsak  
 Jude Downing  
 Brent Dukate  
 Renee Dukate  
 Dee Ellsworth  
  
 Cindy Farnell  
 Brian Ferguson  
 Heidi Fletcher  
 Korri Gonring  
 David Hasley  
 Mike Hennessey  
 Dennis Hubbard  
 Sue Hubbard

## Preparation of School Self-Assessment Continued

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### Stakeholders

Colleen Jan

Angela Kaufman

Sue Kopka

Rick Krzyminski

Kathy Lauer

Mary Linzie

Jim Lopinski

Lori Mahoney

Jodi Manore

Bob Masters

Marilyn Marok

Leslie McKeever

Donna Mihalec

Cathy McQueen

Lisa Miller

Kris Mohn

Tammy Newton

Peggy Nowak

Paul Ostermyer

John Phillips

Pamela Pilewski

Lori Pirrone

Heather Prusakiewicz

Colleen Quayle

Dave Ripper

Kristy Rivard

Greg Robinson

Marcia Sahadi

Jean Schroeder

Katie Shepherd

Tammy Shepherd

Bob Shockman

Lori Speegle

Terry Swank

Rick Snowberger

Jeff Thomas

Sharon Tilley

Jim VanWormer

Pat Watkins

### Position/Title

Department Co-Chair/Social Studies, NCA Steering Committee

Co-Chair – Teacher

NCA Target Goal Chair - Teacher

Custodian

Custodian

NCA Target Goal Chair - Teacher

Deputy, Monroe County Sheriff's Department

Teacher

Teacher

Teacher

Teacher

Paraprofessional

Social Worker

School Psychologist

Counselor, retired

Teacher

Media Secretary

Paraprofessional

Teacher

Teacher

Teacher

Teacher

Parent

Paraprofessional

Teacher

Teacher

Teacher

Teacher

Teacher

Department Chair/Math – Teacher

NJHS President, student

Technology Assistant/Webmaster, parent

Community Representative

YMCA Youth Counselor, Community Representative

Paraprofessional

Teacher

Teacher

Teacher

District Building Technology Co-Chair, NCA Technology

Committee Co-Chair - Media Specialist

Paraprofessional

## PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school is a middle, junior, or high school. Or the school is K-12 and the middle, junior, and/or high school components are applying. The entire school is applying unless the school is K-12.
2. The school has been in existence for five full years.
3. The school has not received state recognition as a Blue Ribbon School for six or more years.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.
8. Once the program is fully operational, the nominated school must have a grade of either A or B under the Michigan Department of Education's Education YES! Accreditation Program and attained AYP.

**PART II – BACKGROUND AND DEMOGRAPHIC DATA**

**DISTRICT**

1. **Total number of students (PreK-12)\* enrolled in the district:** 5356
  
2. **Number of schools in the district:**

<u>5</u>	Elementary schools
<u>    </u>	Middle schools
<u>1</u>	Junior high schools
<u>1</u>	High schools
<u>7</u>	<b>TOTAL</b>
  
3. **District Per Pupil Expenditure:**      \$ 8,265.00 2004-05      \$7,890.00 2003-04  
**Average State Per Pupil Expenditure** \$ Not Available 2004-05      \$8,607.00 2003-04

**Nominated School**

4. **Category that best describes the area where the school is located:**
  - Urban or large central city
  - Suburban school with characteristics typical of an urban school
  - Suburban
  - Small city or town in a rural area
  - Rural
  
5. **Number of years the principal has been in her/his position at this school.** 14 years  
 If less than three years, how long was the previous principal at this school? \_\_\_\_\_
  
6. **Number of students enrolled at each grade level or its equivalent in the school:**

Grade	# Males	# Females	Grade Total
<b>7</b>	228	240	468
<b>8</b>	218	177	395
<b>Total Number</b>			863

7. **Racial/ethnic composition of the students in the school**
  - 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 100% TOTAL**

8. Student turnover, or mobility rate, during the past year:  8  %
9. Total number of English Language Learners in the school:  8   
Specify languages represented:  (3) Chaldean, (2) Spanish, (2) Arabic and (1) Korean
10. Students who qualify for free/reduced priced meals:  124
11. Students receiving special education services:  148
- |                                 |                                     |  |
|---------------------------------|-------------------------------------|--|
| <u> 3 </u> Hearing Impairment   | <u> 0 </u> Traumatic Brain Injury   | <u> 56 </u> Specific Learning Disability |
| <u> 0 </u> Deaf-Blind           | <u> 3 </u> Physical Impairment      | <u> 30 </u> Speech & Language Impairment |
| <u> 3 </u> Autism               | <u> 33 </u> Other Health Impairment | <u> 0 </u> Visual Impairment             |
| <u> 4 </u> Cognitive Impairment | <u> 16 </u> Emotional Impairment    | <u> 0 </u> Severe Multiple Impairment    |
12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.
- Bedford Junior High School was a 6-8 building from 1990-91 through 2000-01. Our student population dropped from 1380 to 920 in 2001-02.
13. Indicate the full-time and part-time staff members in each of the below categories.

	NUMBER OF STAFF	
	FULL TIME	PART-TIME
Administrator(s)	<b>3</b>	<b>0</b>
Classroom teachers	<b>41</b>	<b>0</b>
Special resource teachers/specialists	<b>9</b>	<b>0</b>
Paraprofessionals	<b>5</b>	<b>0</b>
Support staff	<b>20</b>	<b>0</b>
<b>TOTAL NUMBER</b>	<b>78</b>	<b>0</b>

14. Total number of classrooms in the school  56
15. Year school was built?  1971  Date(s) of any major renovations(s)  2003

**If the school has been renovated, briefly describe the nature of the renovation.**

Our building was renovated to comply with the Americans with Disabilities Act.

### Part III-Summary

Bedford Junior High School is located between two villages within Bedford Township, Temperance and Lambertville. As you enter Bedford Township from the south, you cannot help but notice the message at the state line, “Where Michigan Begins”, connecting our community with Toledo, Ohio. This southernmost community of Monroe County, Michigan, is located twenty miles south of the city of Monroe, Michigan, and ten miles west of Lake Erie, creating both summer and winter activities for sports and outdoor enthusiasts. Often referred to as a bedroom community of Toledo, Ohio, 53% of our residents are employed in professional capacities within a 60-mile radius, including that of Detroit, Michigan. Adults who are college educated or better make up 30% of our population, placing the educational profile of our community slightly above the national average (25%). Bedford Township has grown 33% over the past 30 years, with 31,189 current residents and growing. The social and religious roots of our township are founded in the principles of the days of prohibition when “Temperance” received its name.

Bedford Junior High School is the home of the Bedford Broncos, and one of seven buildings in our school district, Bedford Public Schools. Our present junior high school building opened in 1971, merging two schools that had been on half-day sessions for three years: Bedford East and West Junior High Schools. Originally our school was filled to capacity with two grades, 8th and 9th, each with 500 students. As enrollment declined in the upper grades in the early 80’s, The Intermediate School was closed and the Junior High School became a 7th, 8th and 9th grade building. Through the hard work and caring devotion of fifty-eight teachers and staff members, the strong, consistent foundation of Bedford Junior High School students’ learning and character development was established.

Twenty years later, our school made significant changes in planning and programming when the 9th grade became a part of the high school and sixth grade entered the junior high, driving our student population to an all-time high of 1380 children in grades six, seven, and eight. The faculty and staff of our school immersed themselves in middle school philosophy and teacher education as we transitioned to a true middle level philosophy of teaching and learning. Providing for team teaching in the 6<sup>th</sup> grade with common planning hours and Advisor-Advisee Home-base, teachers were encouraged to integrate lessons and establish programs that helped to reinforce cooperative learning groups, positive self-esteem, and confidence building. Our first NCA Outcomes Endorsement cycle of School Improvement gave stakeholders in our school a voice in our school day. The NCA process provided a milestone in student achievement, beginning with target goals that, for the first time, required students to pass all classes in order to reach the next level of learning. The parent and student’s *BJHS Assignment Book*, “8th Hour” tutoring, and Summer School enrichment began as interventions of success for all learners. Hoping that parents would become more involved in school life, teachers, parents and students collaborated through the NCA process to create a strong and highly representative PTSA. The Bedford Lions Club helped to establish *Lion- Quest: Skills for Adolescence* by financially supporting the training of 48 educators to facilitate positive communication and decision-making skills among peers. As a result of laying meaningful middle level groundwork over a sustained period of time, our teachers, parents, students, and community members feel welcome to communicate and problem solve freely when family issues impact learning. As a faculty, we have become more sensitive to the social and emotional developmental traits of our students.

Today, Bedford Junior High School serves Bedford Township’s 7th and 8th grades and continues to build on its former successes. Fifteen years ago our expectations for all students expressed our beliefs that all children can learn. Today, once again, the leadership of the NCA process, Performance Accreditation, is moving us forward. Re-visited target goals integrating writing, reading, and thinking into all content areas are woven through lessons that engage learners in the Grade Level Content Expectations (GLCEs) and Benchmarks. It is this consistent, cognitive approach to teaching and learning in every class

that takes students to high levels of doing, reading, and writing- to-think across the entire curriculum. It is no longer an option to learn. All students will learn at BJHS.

Several highlights of our middle level program affect the cognitive and emotional development of our students through research-based instructional practices.

Professional development enables teachers to make authentic learning a reality for all students. Research and best practice has become the benchmark of curriculum integration. Teachers are not only finding motivating ideas, but they are also creating teaching scenarios that, for example, connect students to scientific phenomena, mathematical formulas, and written response in the context of social issues. Over the last five years, work in multiple intelligences, cooperative learning, brain research, Effective Schools, content reading and writing strategies, and differentiated instruction have taken our learning community to higher motivational levels of student engagement with the text.

Equipping students with the knowledge and the tools to maintain emotional well-being allows the learning process to take place. The *Lions-Quest: Skills for Adolescence* in 7th grade and *Students Interact* in 8th grade, give all students the tools to enjoy life and foster future confidence in and concern for others. Active learning strategies such as role-playing moods and feelings, making use of active listening and “I” messages, assertively practicing refusal skills and conflict-resolution techniques, and demonstrating acceptance and tolerance of others are ways in which students apply learned social skills to new life situations.

Academics provide the rigor of self discipline, research, collaborative inquiry, critical thinking, and reflective response, oftentimes emphasizing depth over coverage and understanding rather than memory work. When students at BJHS retain all A’s for the first semester of either year, the Bedford Education Association invites the students and families to the James P. McHugh Academic Excellence Banquet. For sixteen years, we have celebrated teaching and learning with over 300 honored family guests. When these same students retain All A’s for the second semester, their names are printed on our school walls. Parents come back, year after year, to show their children the walls of fame.

Bedford Junior High School is a warm and caring place for all children to learn. Our curriculum is deeply multifaceted and demanding, while expectations of all students to demonstrate learning are high. Caring teachers, well-founded in the supportive principles of middle level teaching, provide the means for all students to achieve at high levels in a diverse learning community.



## Part IV: Vision/Mission Statement

At Bedford Junior High School, all staff and students engage in learning and continually prepare for the future. All students will learn in an environment that includes specific curriculum delivery systems, addressing the strengths of all achievers in our diverse learning community of student-centered programs.

The middle school child is unique and ever-changing. Our learning community, consistent in its policies and processes, retains flexible programming that will adapt to all learners. The focus of our instruction is the whole child, enabling positive physical, social, emotional, and intellectual development. Placing students and teachers in teams and establishing homeroom advising, allows all learners to extend learning and take part in opportunities where the emerging strengths of all may be appreciated. Our entire educational program is defined by the application of developmentally appropriate measures to create classrooms of success. Teachers facilitate student inquiry; students solve real life problems, think in several dimensions, and apply technology to real life lessons in character growth and positive citizenship.

Bedford Junior High School teachers and staff members collaborate in the analysis of the results of learning assessments. All content classroom strategies, assuring mastery of Grade Level Content Expectations and Benchmarks by all learners, are continually measured against NCA Target Goal statements created in professional learning committees:

- In preparation for lifelong learning, all Bedford Junior High School students will improve their narrative reading, writing, and listening skills, and apply critical thinking to a variety of materials across the curriculum.
- All Bedford Junior High Students will demonstrate the ability to analyze and/or synthesize expository reading material in order to become informed citizens and lifelong learners through reading and writing in Social Studies.
- All Bedford Junior High School students will show an increased understanding of problem-solving, using critical thinking skills to prepare them for a lifelong ability to analyze, evaluate, and apply logical thought processes in mathematics.
- All Bedford Junior High students will show progress in their scientific reasoning skills and logical thought processes across the curriculum in preparation for lifelong learning.
- In preparation for lifelong learning, all Bedford Junior High students will demonstrate measurable improvements in personal responsibility.

In keeping with the mission of Bedford Public Schools, Bedford Junior High School educators envision our learners as the productive citizens of tomorrow who have an awareness of diversity, an appreciation for the worth of others, and a commitment to life learning.

## **PART V: SCHOOL SELF-ASSESSMENT CRITERIA**

### **A. Student Focus and Supports**

**A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of the students are met?** The population of Bedford Junior High School can be best described as an academically diverse learning community with developmentally-based social, emotional, physical and cognitive needs. Teachers, administrators, and support staff are fully educated in general and specialized-curriculum delivery systems, and are knowledgeable of the educational and developmentally appropriate stages of middle school learners. The parents and guardians of our learning community represent Bedford Township, a semi-rural bedroom community of Toledo, Ohio. They are involved and supportive of the educational program, teachers, and staff. Through the Parent Teacher Student Association (PTSA), school volunteerism, on-line and phone/visits, and, most importantly, home-based strategies that encourage student learning, connect families to our school.

Our diverse learning populations are determined in several ways: psychological and performance testing (IEP), classroom grades and teacher observation, parent interview, MEAP proficiency testing, and student curricular choices. Student achievement groups are made up of: 15% highly talented students; 43% general learners who desire the application of vigorous textbook and classroom learning strategies; 23% at-risk learners who may underachieve, learn reluctantly, suffer from gaps in prior learning/academic background based on economically-related circumstances, emotional needs, or substance abuse; 17% special education (IEP) students, disabled due to cognitive and/or emotional, physical or other handicapping conditions; 1% severely learning/emotionally disabled; and .8% English Language Learners (ELL)(C5).

Assurance is given that the learning needs of all students are met by: 1.) providing professional development that enables all teachers to deliver a reading, writing, and thinking curriculum appropriate for their content area and across all content in ways that will engage the needs of diverse learners i.e.: Differentiated Instruction (C5); 2.) conducting systematic assessments of all learners in diverse ways that determine what all learners know, such as annual standardized testing, annual diagnostic testing (MEAP); 3.) teacher-made rubrics and quizzes accommodated for all learners; 4.) GLCEs and Benchmarks in all content areas; 5.) Programs and teaching strategies that are continually adjusted through disaggregation of data in order to increase academic excellence.

**A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified?** Paraprofessionals, P. Watkins, S. Hubbard, D. Christoff, T. Newton, H. Prusakiewicz, M. Marok, and T. Swank work in content area classrooms and the Individualized Learning Center (ILC) to assist diverse learners with reading, studying, evaluating, and encouraging guided practice throughout their lessons. They read to students whose IEPs or 504 Plans determine this learning intervention. Often the paraprofessionals and teachers collaborate to create materials that allow the work or tests to be delivered in an easy-to-understand format.

Nonacademic services and programs that support our students are as follows: 1.) Guidance counselors (M. Krisher, 7th, S. Connolly, 8th) welcome students of all physical, emotional, and cognitive abilities to receive service. Each counselor averages fifteen to twenty-five student/family sessions per day, ten phone communications with parents, and four home visits per week to students who have been absent but are not yet on the district's homebound tutorial program. Counselors initiate and monitor all Teacher Assistance Teams (TAT) and processes (A3), and co-teach the Career Pathways Curricula and Career Days with 7th health and 8th English classroom teachers (six weeks). The counselors direct, assemble, collect, and disaggregate test data (MEAP, ACT Explore); monitor at-risk learners bi-quarterly and communicate results to teachers; award achievement certificates to above-average learners (600+) bi-quarterly; facilitate daily attendance counseling (5%); and conduct weekly/monthly counseling groups, as well as weekly *Students Interact* workshops in suicide prevention, substance abuse, and positive peer communication skills. 2.) Tutoring opportunities for interested learners are in place. During homeroom, 7th grade learners visit their team teachers for content help (five to fifteen students per day). After school, "8<sup>th</sup> Hour" assistance for over 28 learners daily is facilitated by core area teachers (C. Matlow, J. Schroeder, C. Benisatto). Study assistance is available at the YMCA Teen Center (three to six students

per day). Our Technology Assistant (T. Shepherd) assists with homework completion in the computer labs and media center (fifteen students per week) 3.) The ILC operates four days per week and is staffed by paraprofessionals who assist students with a lengthy absence, who have been reluctant in work completion, or who are being separated from peers in response to an infraction of the Code of Responsible Citizenship. 4.) A health services room is located inside the school office (L. Bauer, Health Aide; K. Sparer R.N., R. Satkowski, R.N.) where the health aide administers parent-approved medications, listens and reacts to reports of physical and emotional barriers to immediate learning, and contacts parents of ill students (7,000 service-related contacts in 2004-05). 5.) Social Work and School Psychological services (L. McKeever, LSW; D. Mihalec, School Psychologist) serve 6% of our student population through referral and parent involvement.

**A3. How does the school determine and address the developmental needs of students as they move from grade to grade?** Developmental needs of all students are determined and addressed year-to-year through the Teacher Assistance Teams (TAT) process. Collaboratively, parents, counselors, teachers and students decide upon student learning interventions needed in the classroom. The teachers and counselors monitor progress, evaluate findings, and, if required, refer to the school psychologist for developmental testing.

Classroom teachers incorporate life-learning lessons into all curricula. Together with our counseling staff and administrators, programs such as *Lions-Quest Skills for Adolescence* taught in 7th grade health, and 8th grade *Students Interact*, actively engage students in positive and transitional communication, decision making, tolerance, and peer respect and responsibility skills that prepare them for high school and beyond.

Enabling students to make smooth transitions both individually and as a group from grade to grade, administrators begin the transitioning process in early January by visiting each of five elementary schools. In May, all 6th grade students arrive at the junior high over a period of five days while the 7/8 students are in session. In August, students receive class schedules and attend “Bronco Round-Up” an individualized tour of our school and hosted by the PTSA. For two days, students find classrooms, meet school personnel, and open lockers with the help of the National Junior Honor Society (NJHS) volunteers. On the first school day, 7th graders meet in the gymnasium where their team teachers greet them and guide them throughout the day.

8th graders transitioning to 9th grade meet high school guidance counselors and administrators in March of 8th grade while they are actively engaged in their Educational Development Portfolio (EDP) and Career Day process. Students tour the high school, choose curriculum for 9th grade, and, with their parents, attend “Focus on Curriculum”, the high school’s presentation of the 9<sup>th</sup> grade educational program.

Once the school year begins, new students meet with our in-take secretaries (A. Lambert, L. Brieschke, D. Kitzmiller) and administrative staff to process information pertaining to the educational program and policies. Guidance counselors enable families to tour the building, placing new students with peers who help to ensure a positive transition into our school. Bi-weekly contacts by our counselors help to assure sustained acclimation to the school program.

Finally, Summer School averages 60 males and 25 females and addresses each of the core content areas with learners where learners have not been successful due to reluctance to learn or other emotional or cognitive delaying conditions. Classes are small (ten to fifteen) in order that teachers may apply the learning interventions necessary for all students to go on to the next level of learning.

**A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum?** (Appendix I, pages 41- 43) Co-curricular activities are available and encouraged for all learners. Students self-select most interscholastic teams and all clubs and activities. Clubs are established and remain flexible according to student request, participation, and planning. Clubs and activities are sponsored by teachers, administrators, parents, business leaders (Libbey Corps of Engineers, Toledo MacSteel, SSOE Architects and Engineers) and/or community groups (YMCA, PTSA, Community Education). All activities are integrated with core content GLCEs and benchmarks, assuring

that students are achieving at high levels of academic, leadership, community service, and social-emotional growth.

Last year, the National Junior Honor Society (NJHS) retained a membership of an average of 73 males and 125 females with yearly memberships averaging 23% of our school population. 97% of the students who are invited to induction, based upon the retention of a 3.5 G.P.A. and further demonstration of outstanding leadership, character, and community service, commit to this organization. NJHS, advised by P. Pilewski, prides itself in teaching student leadership through school and community service. Service projects over the past two years include: Adopt-a-Road (Sterns at Adler); Box Tops for Education; Pop Tabs to benefit the Ronald McDonald House; Holiday Food Drive; "Light the Night"; (raised \$1,500 for cancer research); Market Day; bake sales for the victims of 9-11, Tsunami, and Hurricane Katrina; Tsunami wrist bands; "Relay for Life" team (raised \$8,303.34 for cancer research); "Shamrocks Against Dystrophy" Muscular Dystrophy; "Race for Freedom"; Bedford Trade Fair; Bedford Senior Center; "Community Days at Carr Park"; Friendship Gardens; *Edline* technology assistance at open house; Bronco Round-Up; "Homerom Helpers"; "Dear Santa"; varsity football games concessions and clean-up; tutoring elementary students after school; babysitting service (PTA, PTSA).

The Student Council (advised by J. Lopinski) represents the student body in school activities, government, spirit, and community action. Officers are elected by the students; homeroom representatives request admission into Student Council. 25 males and 55 females or 10% of the student body, work collaboratively to plan agendas and events. Student Council projects and activities over the past two years include: five all-school parties; Adopt-a-Road (North Jackman); "Walk for the Cure"; September 11th Relief; Tsunami Relief; Hurricane Katrina Relief (Pass Christian shoeboxes and teachers' supply boxes); "Hats Off Day" for Cystic Fibrosis; Adopt-A-Youth Christmas program; Bedford Senior Center; and BJHS "Creek Clean-Up".

**A5. How does the school address the accessibility of its facilities and campus to students and others with disabilities? Describe what the school has done or plans to do to improve the school's physical accessibility.** All the requirements of the "Americans with Disabilities Act" are met, along with our desire to facilitate learning in every physical means for all students. School improvements over the past five years are: curb cuts in driveways and entrances on East and West sides; handicap-accessible stalls and sinks installed in all restrooms; handicap-accessible desks provided in classrooms; button doors located at the West entrance; handicap-friendly elevator to the second floor available; Evac-U-Chair available and ready for instant use in the case of emergency evacuation of handicapped individuals from the second floor; whenever possible – scheduling of handicapped students on the first floor for all classes; all classroom doors equipped with lever-handles; classroom addresses in Braille and numerals; sound-sensitive athletic equipment (beeping ball); audio-enhancement for classroom use. Future needs call for continual maintenance of current applications and a change in the button door to the front (East side) of the building in order to correspond with the Stranger-Safety Policy in effect. In regard to safe health policies, the following areas of concern have been addressed: safety goggles, sterilizing apparatus, and safety showers operable in science halls; all natural gas appliances have been replaced with electric; gas and oil burners no longer applied in science labs; only neutral cleaning chemicals applied in building maintenance; and furry pets discouraged in classrooms.

## **B. School Organization and Culture**

**B1. How does the culture of the school support the learning of all its members and foster a caring community?** Upon entering BJHS, one becomes wrapped in the excitement of our student-centered learning culture: teachers with students facilitating hands-on work; paraprofessionals supporting groups; the technology assistant with learners manipulating software; administrators chatting with students, teachers, or parents in the hallways; secretaries and health personnel assisting students, teachers, and parents; students at a piano, directing a choir, or practicing; teams of artists creating plaster masks over the faces of peers; technology education teams releasing egg-crash-cars on inclined planes; food service personnel welcoming hungry students into the lunch lines; intramural cooperative games resounding from the gymnasium; and Quiz Bowl teams facing off in the media center. Our learners are positive, friendly, down-to-earth, success-driven individuals, growing in personal organization, responsibility, tolerance of

one another's strengths and weaknesses, and respectful of the adults' roles in their learning community. "Success" is an unspoken but energized banner of our school. Supporting and recognizing students for responsible work completion, appropriate behaviors, kindnesses, growth in character, and high levels of learning is typical throughout our school. At the end of the school year, appropriate recognition is given to over 600 students within each grade level. Students clearly acknowledge that earning recognition for demonstrating responsible learning is "in our hands".

Consistent student support is ensured for all learners organized into learning teams in 7th grade. In 8th grade, all students are organized by homerooms, where mentoring teachers assist students daily with organizational skills, daily assignment books, and student advising. Strategies such as "Character Counts" and holiday door decorating contests, puzzle workshop, teacher-helpers, board gaming, quarterly honor roll certificates and all-class recognition, intramurals, and team rules' reinforcement enable positive self esteem and consistent equity of student interaction. Finally, ELL students meet during homeroom with a certified instructor who applies classroom-based materials to transition English Language Learners, by supporting language growth for future reading, writing and application of the English language.

In keeping with school improvement guidelines, students and parents have a voice in the educational programs, from individualized course selection of electives and specialized classes to discussions regarding successful student-teacher matches. Classroom teachers create positive personal relationships with students in a learning environment where students feel safe, welcomed, and connected. Teachers engage students in research-based collaborative work-study groups, choice of activities and assessments, respect for divergent thinking, and task offerings adapted to multiple intelligences connecting learners with personal meaning and value (R. Dufour, 2004; K. Kryza, 2004; C. Tomlinson, 1999; H. Gardner, 1981). Many classrooms engage in community service outside of the all-school service projects (Walk for the Cure; St. Jude's Research Center Math-A-Thon; Jump Rope for Heart; Puppet Shows for Kids) in order to foster a caring community where students recognize the connection of learning to real-life issues and experience the personal reward of touching others' lives in meaningful ways. Finally, inquiry-based problem solving and collaborative reflection and critical thinking underscore the curricula in math, science, social studies, and ELA through current textbook adoptions and research-based classroom strategies (C5). Students have a voice in school government and policies by expressing ideas and opinions at meetings with the principal and assistant principals (Student Advisory), the Superintendent ("Soup with the Supe"), through the school newspaper, (*The Bronco Bulletin*), and at monthly PTSA meetings.

**B2. What opportunities do students have to build sustained, caring relationships with teachers and other adults?** Arranging students in learning teams in the 7th grade and with mentoring adults through homeroom in the 8th grade, create the opportunity for both students and teachers to engage in sustained, caring relationships. Every child has at least one teacher who will nurture non-academic issues such as peer relationships, self-confidence, organization, extra-curricular concerns, enrichment, or tutorial needs. Teachers use research-based strategies such as Cooperative Learning (C. Moorman, 1986) and Differentiated Instruction (K. Kryza, 2004, C. Tomlinson, 1999, 2001) to build trust, tolerance, and responsibility among learners. Teachers activate a "wall of success" to celebrate achievement and contributions and integrate team-building games and icebreakers.

In 2002, our counselors dealt with an inordinate number of issues regarding peer isolation due to inconsiderate remarks and behaviors of clique-related events in the 8th grade. In response, the "Friendship Gardens" and *Students Interact* (A2)(C5), both counselor initiatives, brought students of all peer groups together to appreciate common strengths. To this day, these activities have been sustained and help to soften the lines of communication and improve tolerance among peer groups.

**B3. How are teachers hired in the school? How are teacher assignments made?** Both the Director of Human Resources and the building principal check the Regional Education Applicant and Placement program (*MIREAP*) to research educators who would be a "good fit" for the position. Our principal pre-interviews candidates for teaching or other positions. Those who demonstrate a firm background in the

developmental traits and corresponding classroom strategies that will positively affect early adolescent learning, are interviewed. A team of teachers, parents, other position-related professionals, and the principal, interview the applicant. Each candidate teaches ten students who rate the candidate's classroom effectiveness. A final recommendation of one or more candidates is then given to the Director of HR who makes the final decision, usually confirming the teams' recommendation.

Teacher assignments are made according to the requirements of NCLB, the BEA Master Agreement, and the BJHS Master Schedule and, when possible, the results of parent-administrator discussions regarding the prediction of successful student-teacher-classroom match.

**B4. What is the school's plan for school safety, discipline, and drug prevention? What is the record for the past five years?** The principal discusses *The Bedford Junior High School Student and Parent Handbook* and *Technology Handbook* with groups of 30 students/parents during new student orientations. Both students and parents sign the "Letter of Understanding", indicating familiarity with building policies and processes that lay the foundation for all school safety, discipline, internet responsibility and drug-violence-weapon prevention. Providing for the safety of all students and staff members is the first priority of our school program. The *BJHS Teachers' Handbook* and *Bedford Public Schools' Safety Manual* provide policies for staff members to interface with students during safety drills, teacher response to school and classroom management and discipline, and procedures for referring students with perceived drug/violence issues. Safety evacuations and lock downs, supervised by the policies of the Michigan PA 102, Homeland Security Act, MiOSHA, the BPS School Safety Committee, and Bedford Township Fire Department, are conducted ten times per year. Staff and students practice 100% student placement accountability evacuations while classes are in session, during the class change, and during lunch. In 1998, 1380 students and staff evacuated to our safety shelter, Bedford Alliance Church, for six hours as a result of a bomb threat. In 2001, 1050 students and staff, jolted by the news of September 11th, received necessary counseling during lunch hours. Again, in 2002, our school was evacuated to the district's Community Stadium for five hours as a result of a boiler explosion. In all cases, students and staff remained safe; our building safety and parent communication procedures proved effective.

Students take part in several programs within the school curriculum that teach and reinforce responsible behaviors: Red Ribbon and Character Education projects and student assemblies; *Lions-Quest*; *Michigan Model*; Monroe County Sheriff's T.E.A.M. project; and *Students Interact* workshop.

Monroe County Sheriff's Liaison Officer (M. Linzie) provides counseling and information services to staff and students. A D.A.R.E. officer in the elementary buildings, our officer meets and greets familiar faces as they enter the junior high. Together, with the close alignment of policies and procedures, our students become well informed of their civil responsibilities for lifelong decision-making. Issues especially troublesome to middle school students can be drug abuse, low self-esteem or the lack of social-emotional or academic confidence, resulting in the development of fear from real or imagined bullying behaviors, or actually becoming a bully. Staff members report to administrators/counselors upon first hint of an issue. Students demonstrate that retaining a safe and orderly school is a responsibility that is "in our hands" by reporting to teachers, administrators, counselors, and parents their fears/perceptions within hours of inappropriate situations. Our parents readily report news of questionable situations. Administrators begin investigations of perceived problem areas immediately upon notification, usually involving parents, students and counselors in the process. Consequential response to inappropriate student behaviors strictly follows the disciplinary steps and procedures outlined in the *BJHS Student and Parent Handbook*.

Administrators counsel all students involved in disciplinary action as a result of poor behavioral choices. Counselors and administrators work with parents regarding their child's social-emotional growth.

Based upon a student population of approximately 870 7th and 8th grade students, the following research demonstrates the effective communication and reinforcement of intervention programs and policy enforcement of "The Student Code of Responsible Citizenship" (F4).

Table 1.1

Bedford Junior High School Significant Infractions 2001-2005				
	2001-02	2002-03	2003-04	2004-05
Alcohol/Drugs	2.8%	1.4%	2%	1.8%
Tobacco	.1%	.7%	.6%	.25%
Weapons	0	.1%	.2%	.1%
Violence (Police)	.3%	1%	.8%	2%

**C1. Challenging Standards and Curriculum. How does the curriculum serve the broad goals for student learning and development that the public expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis does the school place on these goals in the curriculum?** The educational program, established in 1971, holds in strong esteem the goals of enabling increasing personal and intellectual growth among all students. The staff continually evaluates, re-visits, and alters programming according to effectual middle-level-school research for current effective design and learning (D. DeMedio, The University of Toledo, 1988; L. Lezotte, Effective Schools research and products, 1987-present); NCA, NASSP, MAMSE, NMSA middle level conferences and resources). The exploratory and child-centered program and philosophy of BJHS has required, from its inception, core and exploratory subjects and career/hands-on applications within a strong foundation of pre-high school course work that prepares learners for high school and beyond (C5)(C6). Throughout the past five years, a sea change in active awareness and research-based practice (C5) has transitioned an already successful curriculum, into one providing equal and sustained high expectations for all learners in reading, writing, and thinking skills throughout all content areas. Each core area applies carefully chosen textbook lessons to the reinforcement of basic skills, through rigorous academics via a thinking curriculum, with activities that require students to solve real-life problems, think in several dimensions, and apply life lessons to character growth and democratic values of positive citizenship in a technological society of complex thinkers and diverse cultures. Interdisciplinary teaching teams, co-teaching opportunities, and cross-curricular lessons and projects have become common place in our curriculum (C5). Teachers report these strategies as meaningful when enabling all learners to connect personal interests, academic strengths, and character to the successful values and traits of the work place and preparation for lifelong learning: 1.) cooperative learning in student-collaborated, job-designated teams; 2.) generational novels; 3.) business letter writing for life skills; 4.) national, state, and local writing contests; 5.) Character Education: “Caught You With Character” (C5); 6.) electronic Educational Development Plan (F6).

**C2. How is the school organized to provide for differing student academic needs within the school’s goals, priorities, and curriculum?** A systematic analysis of yearly data from the following sources underlies school programming: State diagnostic and nationally-normed test results; information and perceptions from teacher surveys; Professional Learning Communities’ discussions and problem-solving workshops; demonstrated academic and emotional needs of all students; opinions of interested parents; Special Education IEP placement information; and 504 Academic and/or Behavioral Plans. In addition, the counselor’s history and professional recommendations become the clearinghouse of knowledge from which all students are organized into significant learning groups.

**General Education** classes make up 79% of the curriculum and address learning needs in heterogeneous groups. The 7th grade is arranged in teams of 120 students to four teachers, while 8th grade students follow a traditional schedule with a homeroom advisor. Six class sections, or 3% of the class offerings, are self-selected by our highest achievers. These students usually choose Algebra I (36 males, 26 females) in 8th grade. In June of 2004-2005, 70% of the 8th graders who took Algebra I chose honors geometry over regular geometry in 9th grade (22 males, 22 females), while 21 males and 27 females coming from 8<sup>th</sup> Grade *Connected Math Project*, chose Honors Algebra. 8th graders selecting Honors English included 26 males and 64 females. Other choices for talented students are Jazz Band (17 males, 4 females) and All-Year-Art (7 males, 18 females).

Two of four 7th grade heterogeneously-grouped teams support the academic and emotional needs of diverse learners by applying learning interventions and IEP-driven accommodations across the teams' curriculum. Alternative "Satisfactory/Unsatisfactory" grades may be given according to a teacher-initiated rubric. Paraprofessionals assist learners in these classrooms by reading tests, reducing vocabulary words, creating reduced-response assessments and worksheets, where only the necessary GLCE and Benchmark-related information is studied in depth. New students are also monitored by paraprofessionals. Because of their success, approximately 92% exited from these services after one semester. 87% of 8th grade students receiving support from paraprofessionals (2004-05) were not in need of this support in 9th grade.

**Specialized Curriculum (SC).** 9% of the General Education curriculum is represented by homogeneously-grouped classes for highly struggling at-risk and other diverse learners. SC represents a mix of general and special education students (averaging 70% males, 30% females) who are reluctant to learn, are of limited English proficiency, or who may have 504 Academic or Behavioral Plans. In 8th grade, SC classes include three English Language Arts (SC English), two American History (SC American History), and one Connected Math Project (SC CMP). All teachers apply interventions and accommodations in the classroom and in the computer lab to engage learners of diverse abilities. Cooperative learning groups, individual instruction, availability of overhead notes, reduction of extraneous assignments, and peer tutors embed learning accommodations. Our teachers try various strategies to encourage and motivate all students to want to learn; they work very closely with special education teachers to implement IEP accommodations. Over the past year, 95% of the males and 98% of the females in SC classes, have been successful and have not required Summer School. At the end of 2004, all 8th grade SC students moved into more challenging course work in all core areas. In 2005, 47% of our 8th grade SC math students were proficient on the 2005 Math MEAP.

Within two of the four 7th grade teams, 10% males and 6% females who are at-risk, limited English proficiency, or students with disabilities, learn in SC sections of ELA, math, science, and social studies. 30 % of these same students also enroll in reading every-other-day (C6). The ratio of males to females in these classes is higher: 2:1. SC in 7th grade is a new initiative this year, the result of the "the next-big-idea-thinking" within professional collaboration and problem solving. Four students moved from SC sections into general academic sections within their teams, and four students moved in reverse. Movement of students occurs in-and-out of all diverse learning groups through on-going assessment, evaluation of teacher observations, and the voice of students and parents. The teachers are reporting successful outcomes. The students are expressing healthy reading and writing attitudes and satisfaction with positive evaluations on class products. Next school year will be the first time that we are able to assess the MEAP proficiency of the 7th grade SC ELA students on the MEAP ELA at the 8th grade level. In future years, we will monitor the ELA MEAP proficiency rate of our 8th grade SC ELA students on the 9th grade Social Studies MEAP.

The 7th grade SC science classes are co-taught with a special education teacher (J. Lopinski, B. Dukate) and a general education teacher (H. Fletcher, L. Mahoney). The 7th SC social studies classes and 8th grade SC American History classes are co-taught with a special education teacher (J. Lopinski, B. Dukate; L. Miller) and a general education social studies teacher (P. Cox, J. Phillips; M. Hennessey). These classes meet the needs of students that otherwise would receive low or possibly failing grades in a general education class based on their reading and writing levels, as well as past performance. To target the abilities of all types of learners, SC students are given alternative assignments to demonstrate learning. Students in all SC classrooms are expected to become proficient in all GLCEs and Benchmarks, as our teachers apply appropriate learning interventions.

**Basic Skills Curriculum (BS).** 10% of the school curriculum addresses the IEP goals and objectives in math or English or both. These classes provide the GLCEs and Benchmarks taught with specific interventions aligned with each individual's learning strength. Evaluation of IEP goals and objectives occurs several times each year. A student may be moved into a general education class at the request of the parent, or according to the rate of completion of IEP goals and objectives. At the end of last school year, one female moved into more challenging course work in 8th grade. Students having IEP Plans in



June of 8th grade, generally enter the high school with the plan until the adjustment period to the building of 1800 students is well underway. Finally, special education math and ELA teachers meet with math IEP and ELA students in small groups on a daily basis (K. Rivard). Materials used in these classes of diverse learners are the adopted textbooks, are teacher-made, or are taken from *Measuring Up to the Michigan Content Standards*. Math interventions are implemented that bypass reading stumbling blocks so that number skills may be isolated.

“Accommodations level the playing field for the student with a disability, but they do not change the curriculum,” states special education math teacher, E. Adkins. Using direct instruction, she and her students create and practice math terms to further address reading. The use of guided notes enables learners to improve writing and listening and produces a study aid to stress reinforcement of the skill. Thinking skills are addressed as students take time to contemplate why or how they are thinking in a certain way. Additionally, a number line is drawn on the classroom floor and students with directional difficulties walk the line, physically changing directions, north or south, to find negative and positive numbers. All students will learn!

A Monroe County Intermediate School mini-grant, written by L. Miller, awarded approximately \$2000 for the purchase of novel class sets and appropriate leveled books for self-selected reading for special education students. Listening stations are dispersed throughout the classroom where students are encouraged to read along. Students improved decoding over the course of the school year by 1.2 grade levels. Students also took the *Reading Level Indicator* to show an average improvement in Instructional Reading Level of 1.3 grade levels, and, on Independent Reading Level, a growth of .5 grade level.

**Self-contained, cross-categorical (ISD).** 2% of the student population (twelve males) attends classes suited to the learner who is severely learning disabled. The GLCEs and Benchmarks are taught with maximum learner support, using materials written at levels compliant with the abilities of learners with severe disabilities. Their schedule is flexible; general education classes are attended in the Exploratory Arts, SC curriculum, or classes that provide a least restrictive environment. According to special education teacher S. Tilley, the goal for each child is to adjust to an integrated life at the junior high. On the 2005 MI-Access, 78% of ISD self-contained students were proficient.

**C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels?** Diverse learners are challenged to achieve at high levels through the: 1.) adoption of our current textbooks that have been systematic, procedural, and precise, searching for consistent alignment with GLCEs and Benchmarks. 94% of our classes are heterogeneously grouped, supporting diverse learners with learning extensions for gifted individuals, and reading, writing and thinking accommodations for students who are at-risk; 2.) co-curricular opportunities that present challenging activities tied closely to the GLCEs and Benchmarks in each content area for gifted students to gain more interest, self-study and exploration (A4)(C5); 3.) learning support programs that enable learning disabled, at-risk, ELL learners, and reluctant learners to achieve at high levels of expectations (A2); 4.) paraprofessionals’ support interventions (C2); 5.) the robust Exploratory Arts Program addresses cognitive and emotional needs with real life hands-on training application of lifelong skills (C5); 6.) the *BJHS Assignment Book*, in existence since 1991, that helps learners address and sustain homework organizational skills. In the planner, students scribe daily assignments; teachers initial the entry; parents sign the book upon the student’s completion of prescribed homework; and teachers initial again behind the scribed assignment, demonstrating to parents that work was completed; 7.) the 24-hour on-line access to view *Edline*, where 68% of our teachers post weekly student progress and assignments, and 100% of classroom quarterly reports and progress reports are found; 8.) the ELL specialist (S. Dindoffer) who activates English language practice twice weekly; 9.) the student work program for severely disabled learners (S. Kopka, custodian, S. Tilley, SLD teacher) that connects personal strengths and work ethic to the work place; 10.) an intramural program, offered during the homeroom and after school through Community Education, that allows high numbers of diverse learners to participate in physical activity (Appendix I, page 41); 11.) flexible scheduling of students into diverse learning groups (C2) that assures the success of continued achievement. 12.) periodic reviews by

parents and teacher teams of IEP goals, behavioral plans, and three-year re-evaluations of IEP plans to ensure appropriate placement and learning accommodations for students with learning or severe learning/emotional impediments; 13.) “Test Smart” classes that enable special education students to prepare for ELA MEAP and Math MEAP.

**C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing?** Formal curriculum renewal is a seven-year process for content areas. The curriculum study occurs after five years, with the adoption of the most current materials after seven years. The content, purpose, alignment of textbooks and classroom strategies to the GLCEs and Benchmarks, and assessments of learning across all content areas, within grades, and across grade levels are informally reviewed and articulated through the district’s Curriculum Council and School Improvement Process (K-12). Collaborative problem solving of curriculum issues begins at the building level. Interfacing with the need to sustain a rich and robust curriculum content and delivery for all students is the NCA process, within which Bedford Junior High School has twice attained Outcomes Endorsement over the past fourteen years. Our curriculum priority is that all of our students become effective learners of content area material that will sustain and motivate their learning throughout high school and beyond. Therefore, our NCA School Improvement Goals and the learning GLCEs and Benchmarks must align with teaching materials and classroom strategies. BJHS NCA Target Goal School Improvement teams are closely knit with department teams; chairs of NCA Committees work in tandem with teacher-leaders in each department. Each of our NCA Target Goals is aligned 100% with core content area teaching strategies, assessments, and immediate-to-long-range learner objectives. Finally, the specialized teachers of diverse learners are also members of each core area. The GLCEs and Benchmarks, applied in general classrooms are demonstrated in basic skills and specialized curriculum groupings via creative classroom learning interventions that ensure mastery.

Our district will be facing necessary financial changes this spring. Thus, we will be looking at our curriculum and class organization to find the ways and means to deliver an effective curriculum to all students, while contributing our share to the potential reduction of resources. We will continually collaborate to review current professional studies within our departments and School Improvement teams, in order to find innovative and motivating classroom strategies that apply multi-sensory approaches to all learning styles. ELA teachers are researching additional real-life, cross-textual writing resources. Social studies is making informational reading and writing strategies a research and application priority. Math is in the process of a textbook study and re-alignment of GLCEs, including pre-post tests for proper grade levels. Science continues to research integration strategies of all other disciplines into student learning products and labs that ensure success for all diverse learners. Finally, district administrators and teachers will be studying the impact of the new MDE high school graduation requirements on the 7/8 core classes and exploratory arts content.

**C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that students achieve at high levels in the core subjects?** BJHS ensures that all students achieve high levels in the core subjects by establishing the expectation that all students will become proficient in the appropriate grade level content expectations, GLCEs and Benchmarks, as teachers address all three primary learning modalities: visual, auditory, and kinesthetic. Students become proficient through effective reading, reflective writing, guided practice, and completed work reinforcement with evaluation occurring weekly. Each core content area sees itself contributing a unifying and integrating body of information and skills necessary for the enrichment of the students’ real-life thinking. Nationally, NCLB has made all public schools accountable for continually raising the percentage of students proficient on state assessments (MEAP), not only within the general population of learners, but also within the diverse groups of cognitively or emotionally struggling and economically troubled learners, in order to maintain AYP. Finally, materials used within each content area are carefully selected by teachers to align non-repetitively with the GLCEs and Benchmarks, and to unify teaching practices and content within a grade level. The general content and performance standards in all content areas create the backbone for instruction. Research-based best practice creates the repertoire of teaching

strategies and learning interventions by which teachers aggressively address the essential life-long skills of reading, writing, and thinking with all learners in our diverse learning community.

**ENGLISH LANGUAGE ARTS:** The common goal of our ELA teachers is to create an engaging learning environment where mastery of the GLCEs will occur. The common theme is to create an appreciation for the written word and a continual improvement of reading, writing and thinking. The past five years has seen a new textbook adoption and an abundance of professional development that has enabled teachers to guide learners, offering a critical and improved response to the state proficiency test, ELA MEAP. The GLCEs for both 7th and 8th grades, contain increasingly complex levels of demonstrable understanding in each skill. The textbook, effectively aligning the GLCEs and chosen for each grade level, is *Elements of Literature*, Holt, Rinehart, and Winston. The supplementary programs adopted across both grade levels are, *The Sadlier-Oxford Vocabulary Program* and Ruth Culham's, *The 6+1 Traits of Writing*. In addition, the Read-Along Anthology, MacMillan/McGraw-Hill, allows students of diverse learning abilities to appreciate rich literary selections. The ELA GLCEs are integrated throughout each of the programs. .

In addition, classroom novels provide common themes and life lessons: 7th grade- *Z for Zachariah*, Robert O'Brian (survival in difficult emotional and physical times); *The Outsiders*, SE Hinton (appreciation of diversity); 8th grade- *The Giver*, Lois Lowry (perceptions); *Nothing But the Truth*, Avi (communication); and *The Pigman*, Paul Zindel (appreciation of diversity and responsible behaviors). Through the reading of novels, teachers create alternative assessments such as Quadramas (B. Masters) (D2), writing letters to authors, creating a newsletter, using *PowerPoint* to storyboard the novel to market as a movie, creating a utopian society, conflict resolution using *Inspiration*, database reading logs (P. Pilewski), and story books (K. Lauer). Written response, often through cooperative metacognitive strategies, forms the basis of addressing reading, writing, and thinking while using novels.

The essential skills of reading, writing, and thinking in 7th and 8th grades underlie the basis of all instruction across the curriculum. Reading and writing are addressed through the textbook, so that writing and cross-textual questions are easily accessed. Additionally, teachers provide diverse reading, writing, and thinking strategies that allow all learners to demonstrate their understanding. ELA teachers: 1.) establish student-centered protocols from Differentiated Instruction (K. Kryza, 2004); 2.) effectively model reading and writing; 3.) participate in essay contests sponsored by Farm Bureau Insurance ("America and Me") and the VFW ("Patriot's Pen"); 4.) establish electronic pen-pals at home and overseas; 5.) integrate Bloom's Taxonomy of powerful verbs; 6.) code text to monitor comprehension; 7.) conduct Literature Circles; 8.) use *Internet* articles to enhance the teaching of expository skills; 9.) supplement the text's treatment of grammar with *Daily Oral Language*, *Write Source 2000*, and *Writer's Craft*; 10.) encourage opinion writing with supporting details and examples; 11.) create plays and impromptu scenarios for students to demonstrate thinking; 12.) apply metacognitive skills and "thought cards" (A. Kaufman).

The success of *The Sadlier-Oxford Vocabulary Program* is demonstrated by 46.4% of at-risk learners, showing increased proficiency in new vocabulary usage in writing. (School Improvement data from tracking of selected at-risk learners)(H6). *The 6 + 1 Traits of Writing* is an especially critical tool for ELA learners because it addresses, in a writer-friendly style, the six essential writing benchmarks as actual assessments for the writer, including cross-textual prompts and critical responses. As a result, BJHS has surpassed the State Writing MEAP proficiency with a significant 14% lead in 2005. Looking at the lower two levels, we are pleased to see that over the last two years, we have decreased the sum of these two numbers from 28% in 2004 to 19% in 2005. This is encouraging, since these two years reflect the inclusion of scores of all diverse learners.

Assessment of student proficiency in reading, writing, and thinking is accomplished informally, via team and teacher-made skills checklists, and teacher and student generated rubric-self-evaluations. Projects such as collaboratively produced videos (G. Robinson) and public speaking opportunities (A. Kaufman) serve as appropriate authentic assessments. IEP goals and objectives of special education students are reviewed quarterly. Formal assessments are conducted throughout the program annually. The 2005 ELA MEAP results show that 14% of all 7th graders are in Level 1, our best achievement since the

state combined skills into the ELA scores. In accordance, in 2004, both the state and our school dropped slightly in ELA with the inclusion of diverse learners' scores. 2005 brought ELA up ten points. The annual 8th grade ACT Explore Achievement Test and Career Interest Inventory in reading, demonstrates above- average achievement in reading and English (H4). The annual pre-post *Reading Level Indicator* assessment, published by The American Guidance Service, shows that 9% of at-risk learners brought their reading proficiency to grade level (H6).

We are aware that teachers within other core areas look to ELA curriculum delivery systems for strategies that ensure more inclusive teaching of reading and writing (D1). Our ELA teacher leaders, C. Matlow (ELA Chair) and K. Lauer (NCA Reading-Writing Target Goal Chair), continually keep teacher members abreast of current professional development opportunities and the instructional reading-writing-thinking needs of other core content teachers.

All content area curricula are articulated across the grade levels and from grade-to-grade via an established district process, Curriculum Council. From this body, our grade level content teacher-leaders address colleagues at monthly department, NCA Target Goal, and faculty meetings. All content teachers articulate the curriculum to their students across a grade level through classroom reading materials, hands-on learning, varied writing process papers, videos and films of noteworthy literary works, and internet research. As 8th graders prepare to leave junior high, they are given personal portfolios at 8th Grade Recognition containing awards, transcripts, certificates, EDP hard copy, and a summer reading list for the 9th grade Honors English classes.

All content curricula integrates concepts from both core and exploratory areas, as teachers align their own daily plans with other content-infused information and projects, and together with teachers from various content areas, collaborate lesson planning; learners cooperate on integrated projects. 1.) ELA cross-curricular lessons are found within the textbook and on-line. 2.) America's Culture classes demonstrate the integration of historical fiction, stressing the themes of survival and communication with titles that illustrate the interplay of history, culture, literacy, and diversity i.e. *Diary of Anne Frank*, *Flowers for Algernon*, Daniel Keyes (Diversity); *Witch of Blackbird Pond* (1600 Colonial Connecticut), Elizabeth George Speare; *My Brother Sam is Dead* (1775-Civil War). 3.) Geography board-game projects that integrate all core content areas, pay special attention to the integrity of ELA GLCEs and Benchmarks. 4.) L. Mahoney (science) and K. Lauer (ELA) engage students in creating written and reported vacation plans to another planet when Technology Education, science, social studies, and math are examining the geography of outer space, the engineering of a rocket ship, and mathematical distance of travel to the stars. 5.) K. Lauer cites a class novel, *Journey to Jo'berg*, Beverly Naidoo, as an integrative component to the current study of minerals and mining in South Africa in the 7th grade science curriculum. 6.) In general education, 7th grade teamed classrooms of C. Matlow (ELA) and H. Fletcher (science), produce "Pet Rock" stories to integrate student learning of the rock cycle in science with the writing lab, creating stories that personify pet rocks. 7.) Technology has been seamlessly integrated in our curriculum with *Inspiration* software, *PowerPoint* demonstrations, *Word*, *Internet Explorer*, *Excel*, and the 8th grade career unit - Electronic Career Portfolio (EDP) (F6).

All content curricula ensure that students are exposed to and actively engage in unique and effective features of the curriculum that are consistently aligned with the GLCEs and Benchmarks, are devised and created by classroom teachers, paraprofessionals, and include parent and community resources: 1.) Creating a classroom "count down" brings students to attention from collaborative work. 2.) A homework box containing worksheets of daily class work for absentees puts the responsibility "in our hands" for procuring class work. 3.) Establishing rubrics for writing puts self-evaluation "in our hands". 4.) Teachers stress class discussions as potentially the most enriching tool to stretch thinking. 5.) Hearing and repeating teacher directions serves as an effective recall strategy. 6.) Multiple intelligences strategies tap the learning strengths of individuals on cooperative teams. 7.) Speech teacher (J. Downing) reports that speaking at a portable lectern and controlling a mirror are unique features that motivate learners to engage in positive ELA therapy. 8.) The application of the 2005-2006 ELA MEAP Prototype, produced on-line through Oakland Schools, was an effective tool for reviewing MEAP test-taking skills. 9.) Career Pathways is team-taught by the 8th grade counselor (S. Connolly), technology

assistant (T. Shepherd), ELA classroom teachers, and BHS counselors (F6). 10.) Unique “Test Smart” and “Reading Workshop” classes create goals to assist diverse learners in preparing for the ELA and Math MEAP (C6). 11.) Unique opportunities in Book-of-the-Month Club (K. Lauer), Young Authors (K. Lauer, P. Pilewski,), Community Student Poetry Reads (G. Robinson), Literary Magazine (G. Robinson), Writing Club (C. Dadey), School and County Spelling Bees, and School and County Middle School Quiz Bowls, allow teachers and students to share informal collaborative learning (Appendix I, page 42).

### **5. N.A. To Be Completed by the High Schools**

**SOCIAL STUDIES:** Social studies teachers and students view our learning community as a mini-society where students are taught to recognize those standards, practices, and social mores as traits particular to our learning culture. The common direction of the domain guides our school and enables students to relate to the real world. Integrating the five themes of geography enables learners to connect the past to the present and future of social problem-solving and decision-making, keeping note of the geographical, economic, and cultural influences of actions and behaviors. The common theme throughout our learners’ study of life within the Eastern Hemisphere (7th grade), and from the perspective of American History through the Civil War (8th grade), is that of the influence of the Core Democratic Values (CDV) on our lives as our students prepare to become responsible citizens. The learning Benchmarks for 7th and 8th grade, the sieve through which all of the content is placed, contain increasingly complex levels of demonstrable understanding within each of the seven strands of social studies.

Benchmarks are thoroughly aligned with the social studies classroom materials due to a new textbook adoption at both grade levels within the past five years: 7th grade - *To See a World*, Houghton Mifflin, 1997 (next publishing date will be 2008); 8th grade - *Call to Freedom*, Holt-Rinehart-Winston, 2003. Both texts have built-in features providing reading interventions for diverse learners such as text-on-CD ROM. Also, a supplemental workbook, *Mastering the Social Studies MEAP Test* (Jarret, 2003), is used. Classroom presentations are kept current through the frequent use of classroom-ready topics integrated from the *Internet*, weekly “News Quiz”, and *Junior Scholastic*, leading to the completion of long-range products of learning that include new social studies vocabulary and thinking skills associated with the collection, organization, analysis, synthesis, and reporting of social and cultural data. Assurance is given that all learners will, while processing the Benchmarks, become engaged in effective reading, writing, and thinking skills through researched curriculum delivery.

Our teachers have created common tools to address these essential skills on a daily basis. The “Written Survey for Social Studies” (J. Phillips, C. Jan) serves as a guided reading practice, section by section, chapter by chapter, and is used throughout all social studies classes. Students are required to organize their reading/thinking into five categories: vocabulary, introduction, section headings, captions, and review. Critical thinking is addressed by teacher-created metacognitive and analytical activities so that diverse learners may “see” their thinking and that of others in collaborative sharing of “ah-hah” experiences. i.e. 1.) the integration of the seven strands of social studies (country/region, geography, economics, political science/government, history, culture, CDVs) as they relate to a historical topic, event, decision, or principle (C. Jan); 2.) the traits-analysis paper, distinguishing among three belief systems and subsequent synthesis of compare-and-contrast activities (C. Jan); 3.) mnemonic means devised to address memorization of the CDVs and the five themes of geography to accommodate all learners; 4.) chapter outlining and direct instruction study guides (J. Manore); 7.) surveys that address reading and higher level thinking skills.

Assessment of student proficiency in the social studies Benchmarks, as well as reading, writing, and thinking in the content, occurs as a result of both standardized tests and NCA School Improvement-inspired evaluations. The ACT Explore Achievement Test is given to 8th graders annually. (Appendix IV, page 43). The social studies MEAP, 8th grade, has formerly provided diagnostic analysis of learning strengths and weaknesses, although it was not administered this fall (2005). Teacher-created pre-post tests of 7th and 8th grade Benchmarks are administered. 8th grade students complete a CDV writing project. Teachers are establishing data and rationale to grow toward one persuasive response to an issue

per quarter in each class, using the state's rubric for self-evaluation. Other measures used to continually evaluate all students' learning within a diverse population are the daily five-point text quizzes, teacher-created ten-point daily reading-check quizzes, daily survey completion of out-of-class reading preparation, consistent integration of the CDVs into spontaneous writing prompts, and alternative assessments resulting from Differentiated Instruction research and protocols (K. Kryza). The "Supply and Demand" project (B. Ferguson) and the "CDVs in History" project (C. Jan) serve as authentic assessment. Finally, the *Mastering the Social Studies MEAP* assessments over selected Benchmark applications offer review and evaluation of student comprehension.

Social studies MEAP results over the past five years show proficient rates at 40%, a significant point increase (10-12) over state averages. Each year the state has had at least 41% of students in the lowest level, when we have had as little as 24% (Appendix V, pages 44-55).

The social studies curriculum is articulated through the use of materials that portray peoples' stories rich in cultural language and practices that typify a continent, a region, or a country. Film, videos, and Internet technology motivate students to deeper levels of appreciation.

Social studies activities that integrate other content areas of learning include: 1.) *Pillars of Character* reflect the CDVs in daily life. 2.) Channel I homeroom broadcasts of news and current events embed real-life issues into the school day. 3.) The "Bedford Bronco Broadcast" (BBB) dramatic arts, the "*Bronco Bulletin*" (school newspaper), and *Transition* (yearbook) integrate citizen involvement, public discourse, inquiry, and civics. 4.) The Stock Market Auction (B. Ferguson), assimilates economics, history, math, vocabulary development, and decision making. 5.) The integration of thought-provoking innovative software (*Inspiration, Explorers*) exposes students to multimedia slide shows, videos, interactive maps, and reference materials, geography skill builders with time lines, graphic representations, and *PowerPoint* demonstrations. 6.) America's Culture block integrates ELA from a historical perspective (C5, ELA). 7.) SLAMS acronym (complete Sentence; Language of question in Language of answer; Answer complete; Mechanics; Support with details) for effective question/answer written responses is integrated across team's curricula (J. Phillips).

Social studies offers unique opportunities that address reading, writing and thinking skills: 1.) Country research projects require text entries and support features such as graphs, charts, maps, and diagrams (C. Farnell). 2.) "Social Studies Ambassadors" are students who are identified and awarded by their teachers for completing community service such as keeping school hallways clean, serving as peacemakers in controversial classroom discussion and peer activities, treating one another with respect, and peer tutoring. 3.) The Character Counts Program that aligns directly with the "Caught You With Character" program encourages students to do the right thing and to be proud of it. 4.) Diverse learners in 7th grade social studies will soon be able to "hear" their textbook on CD Rom through the efforts of several volunteer National Junior Honor Society students.

### **5.N.A. To be completed by the High School**

**MATHEMATICS:** The teachers and students of *The Connected Mathematics Project* (Dale Seymour, 1996) believe that mathematics instruction must continually grow a deep understanding of numbers, concepts, and strategies that will solve real-life problems, and that the mind travels along numerous paths of problem-solving to arrive at an appropriate correct response. This is the big mathematical idea around which all of our learners become successful and move on to the next level of mathematical thinking. The CMP program has come a long way in our school district. Math teacher-leaders (J. Schroeder and L. Brown) along with 6th-8th grade math teachers, have been instrumental in nurturing children and parents to believe in, "hang-in" with, learn how to communicate about, keep in touch with, and monitor from home, the completely overhauled way of learning math in our schools since 1996, evolving from a completely algorithmic method of teaching to that of daily problem-solving. At this time, ten years later, our Math MEAP scores are healthy and our learners have become mathematical thinkers rather than doers.

Even though the math GLCEs are intended to be an assessment tool, our mathematics CMP program in 7th grade is 78% aligned with these standards and 76% at the 8th grade level. The GLCEs have fluctuated between grade levels for several years; we are transitioning 100% integration of the

GLCEs at both grades through professional discussions at the district Curriculum Council and department and School Improvement meetings. Students in both general and special education mathematics classrooms are expected to master the GLCEs, while effectively addressing the essential learning skills of reading, writing, and thinking. For approximately 75 math IEP students, and 100 “at-risk” learners in CMP classrooms, continual learning interventions are in place to individually address lifelong learning skills. In addition to the CMP Program, supplementary materials such *Punchline Algebra*, S. Marcy; *Middle School Mathematics*, Scott Foresman; and *Measuring Up; The Michigan Content Standards*, allow teachers to pull and integrate materials to reinforce/review basic skills or concepts called for in the GLCEs but not covered in the CMP topic books for all learners.

Assessment is daily in CMP; it is seen as an extension of the learning process. Therefore, assessment takes on diverse forms to accommodate all learners. Students must prove, through constructed written rationale, the problem solutions that they devised and the understanding that there are many ways to arrive at a responsible solution to a problem. In addition, all learners are assessed in these ways: 1.) teacher-created pre-post Math MEAP vocabulary and math concepts test (L. Brown); 2.) CMP “Follow-Up” demonstrations of learning the daily problem; 3.) “Daily Half-Dozen” review; 4.) chapter Check-up; 5.) unit wrap-up project; 6.) partner quizzes; 7.) Application of Connections Extension (ACE) problems; 8.) annual Math MEAP assessment; 9.) self-assessment: “Show What You Know”; 9.) Parent surveys/interviews.

Positive MEAP progress in math has been steady over the past five years. We have surpassed the state proficiency level each year, with our most recent year, 2005, illustrating the biggest difference. BJHS was twelve points above the state in proficiency. The only year that we did not show consistent growth was 2002. BJHS stepped back only 1.3 points in our proficiency rate, but were pleased that in the lowest level (4) that year, we placed only 18% to the state’s 25%. In the highest category (1), we maintained our score of 34% as we had the preceding year. No test was given in 2000-2001; however, as of the 2005 winter results, BJHS had the lowest percentage of students in the two lowest categories since 2002, and closed the gender gap with 70% of our males and 69% of our females being proficient. Eighth grade ACT Explore scores, reflected over a five-year period, demonstrate proficiency at or just above the national performance levels.

Articulation of the CMP program to students occurs through daily problem solving, using visual lessons and manipulative materials. Parents are kept aware of changes in book topics each quarter via BJHS web-site letters and publications that signal the start of a new CMP topic.

Innovative, integrative lessons across the content area include: 1.) tables and graphs integrating technology; working with science teachers to graph rock cycles and use spreadsheets to record measurements (C. Quayle); 2.) working with map skills to calculate/estimate distances and destinations (C. Quayle); 3.) math and social studies collaboration to apply spreadsheets to run a business, “Oceans and History Bike Tours” (L. Brown); 4) math teachers using the *WeatherBug* (AWS *WeatherNet*) system to calculate/estimate/predict weather events and patterns (L. Brown); 5.) scientific notation applied and taught from a science/math perspective across both domains. i.e. Algebra students construct the Tower of Brahma (Hanoi) to explore exponential growth and further relate the concept to the rate of growth of mold on bread (D. Hasley). 6.) *Sadlier-Oxford* vocabulary of the week applied to weekly math lessons (L. Brown); 7.) Pythagorean Theorem applied and taught from a math/science perspective (R. Snowberger, M. Sahadi - tent poles; and “Man on a Tight Rope” M. Allison); 8.) Technology, math, and literature interface when “I Love Lucy”, “The Three Stooges”, or “Abbott and Costello” films preface the problem-solving of an event or curious situation in the film. i.e. tables and graphs created to count the pieces of candy on Lucy’s conveyor belt (M. Allison).

Unique opportunities for all learners are offered through the math domain: 1.) Visuals and hands-on activities assist with comprehension and thinking skills associated with textual descriptions i.e. pizza tables for ratios; tomato cans for unit pricing; orange juice tasting for rates; blocks for surface area, volume, area and perimeter. 2.) Problem-solving worksheets are created in Tech Ed with amusing and integrative qualities of the 8th grade math GLCEs (M. Allison). 3.) Weekly extra-credit’s based upon the

GLCE of the week. 4.) After-school and homeroom clubs, allow all learners to experience math outside-of-the-classroom (Appendix 1, page 42).

#### **5. NA. To be completed by the High School**

**SCIENCE:** When our learning community engages in the exploration of science concepts and phenomena, the goal is to enjoy the process, think out-of-the-box, and appreciate science in both its natural and synthetic states. The state-designed, grade-appropriate Benchmarks dealing with life, earth and physical science are the core from which our curriculum is webbed. Classroom teaching strategies are teacher-led, giving way to student-centered activities, frequent lab work, and additional collaborative problem-solving. The textbook, adopted two years ago, is *Science Explorer*, Prentice Hall 2002.

Addressing reading, writing, and thinking skills has been built into the text by virtue of special features that are sensitive to diverse learners. ELL students and those with reading difficulties or attention problems, benefit from chapter summary audio CDs. Writing and thinking skills are addressed as teachers require students to: 1.) provide written response to scientific inquiry and investigations, supported with opinions and hypotheses using concise logic; 2.) translate scientific data into written text; 3.) place lists of scientific facts and processes into paragraphs and written reports; 4.) use complete sentences; 5.) relate written translation to personal, real-life experiences; 6.) answer textual questions that begin on the first-level of thinking, followed by questions involving immediate application, analysis, and synthesis-level tasks.

Teaching to diverse learning styles within a lesson includes drawing vocabulary words, outlining vs. mapping concepts, webbing vs. defining vocabulary, reading salient information to the class, and having students read to each other as strategies that foster learning for all students. Reading, writing, and thinking skills are also addressed in adjunct materials: 1.) The standard lab report encourages systematic reading and thinking and brings uniformity and equity to all learners. 2.) Collaboratively focusing on the Benchmarks gives learners immediate goals and organizational tools. 3.) Applying *Inspiration* software leads students to higher level learning. 4.) Completing a scientific story, problem, or topic based on “In Your Journal”, provides for authentic assessment.

Diverse assessment occurs daily. Besides teacher-created chapter and unit tests, students use constructed response to demonstrate learning. Rubrics are used to assess projects. Pre-post MEAP vocabulary assessments and Benchmarks’ question-and-answer cards help learners self-assess. Extended learning occurs when flashcards are taken home during the summer and students are prepared for 8th grade Benchmark assessment when school begins. Student CD tutorials provide learners with self-tests that are instantly corrected, along with a detailed explanation of answers and additional review activities. An important feature for parents is additional chapter support and on-line tests called *iTest* at [www.phschool.com](http://www.phschool.com). Teacher-created spiral Benchmarks folders, former MEGOSE goal folders (MOP), are present in the classrooms. Authentic assessments allow all students to demonstrate their learning in a multitude of ways.

Science teachers articulate content through materials written to the learner’s level in an engaging style, filled with colorful visuals and charts and graphs. Teacher and learners’ perusal of the “Benchmarks of the Week”, found in the classroom Benchmark manuals, student-made Benchmark posters on display, and flashcards, upon which students have given a written description and picture, articulate the backbone of science learning. Often teachers provide in-class enrichment through videos and films, further expanding upon the text to incorporate current, related topics that demonstrate the application of scientific principles in today’s real life experience.

In regard to MEAP testing, a steady climb in our scores can be noted. Our winter, 2005 test, found 321 out of 397 students proficient. The 8th grade ACT Explore testing has shown an annual four-point rise above national scores.

Motivating integration projects throughout the science content include: 1.) simple machines and egg crash cars integrating science with math formulas (ratios, acceleration - D. Hasley); 2.) “Beach balls and Baseballs”: Bernoulli’s principle (science, math, sports - D. Hasley, B. Dukate); 3.) white wings, rockets and hot air balloons (aerodynamics, rocketry, engineering, social studies, technology education, expository writing (D. Hasley, P. Ostermyer, W. Chany)); 4.) Rube Goldberg cars integrating simple



machines, technology education-construction, expository writing (L. Mahoney); 5.) “Superhero” (genetics, narrative writing); 6.) “Planet Vacation” (astronomy, technology, narrative and expository writing (C. Matlow, H. Fletcher, L. Mahoney); 7.) integration of technology: graphing, mean, median to interpret scientific data via *Excel* program (P. Nowak); 8.) *WeatherBug* integrating ELA reporting of data, social studies mapping, mathematical calculations/weather predictions (F6); 9.) Bedford Public Schools’ Pond Reclamation project integrating life science, math, technology construction, ELA reporting data, social studies mapping, and community service (H. Fletcher, P. Nowak, L. Mahoney); 10.) “Leaf Lab” integrates life science and diversity (D. Hasley).

Unique opportunities that engage all students in learning within the science domain include: 1.) *WeatherBug* (F6); 2.) each chapter’s treatment of one real-world lab application project required of all students; 3.) “Try This”, real-world lab applications for students who seek enrichment; 4.) after-school/homeroom activities to further science interests: Robotics (R. Hurley, E. Adkins, and parent coaches); Science Olympiad (parent coaches); All-School Quiz Bowl (parent and YMCA youth coaches).

### **5. N.A. To be completed by the High School**

**WORLD LANGUAGES:** Foreign Language is a semester exploratory class for all self-selecting Eighth graders. It consists of six weeks each of French, Spanish, and German and covers the essential language skills of reading and listening/speaking comprehension, while integrating cultural role playing and writing. Seventh graders who self-select the exploratory arts rotation receive five weeks each of German and French, corresponding to their study of the Eastern Hemisphere. Colors, numbers, days of the week and months of the year, body parts, and basic nouns and verbs are addressed, while role playing and applying kinesthetic tools encourage learning. Assessment takes the form of teacher-created oral, written, and spoken tasks and student-initiated products of learning.

The foreign language exploratory teachers (C. Benisatto, C. Dadey) apply strategies that engage all learners in unique opportunities such as: creating conversations that target language confidence, integrating career education as a part of the international banking and manufacturing study, and hosting high school foreign exchange students to share stories about their cultures. Songs and dances are shared and kinesthetic/music activities enable rhythmic learning. By placing themselves in real-life situations, all learners create world language-based conversations. The geography and history of each country is explored. Mathematical shapes of world road signs are graphed with colored M and M’s. The infusion of technology into the curriculum engages all students through the use of the *Internet*, computers, scanners, digital equipment, and the television. All learners are expected to master the Benchmarks of world languages through the application of learner-friendly teaching strategies. (45% student participation)

### **THE EXPLORATORY ARTS**

**Technology Education:** Construction and Design Technology Education teachers (M. Allison, M. Dager), have spearheaded initiatives to integrate hands-on construction ideas from the building and manufacturing industries into the core content areas through grants and collaborative lessons. Such titles as “Build It and More”, “Fun With Engines”, “Design It - Make It”, and “Architecture” can be semester or all- year course offerings for 8th graders to self-select. These same concepts are offered to 7th graders for one quarter through the exploratory arts rotation. Reading, writing, and thinking skills are embedded within the creation of the learned product in both design and construction. Computer Assisted Design software (*AutoCad*) and technique is applied to varying forms of architecture from houses to bridges to roller coasters, of which students make scaled models. Other projects include floor plans for a dream house and group engagement in the creation of an amusement park. In construction, learners may continue exploring concepts such as framing walls and basic house wiring. On the transportation side, students learn to rebuild a gas engine and explore an internal combustion engine. The study of manufacturing integrates all content areas when students form a company, mass produce a product (penny hockey boards), and compete in the marketplace. Working in tandem with history classes, learners research the history of manufacturing in the United States. Unique aspects of these classes always involve active learning outside of the classroom. From 2000-2003, the “Kids Under Construction” Program, through funding from the Perkins Grant, enabled our 8th graders to construct storage sheds in

collaboration with the 4th graders at Jackman Road Elementary School. Video-researched bat houses and arbors, together with learned gardening skills, enabled students, under retired guidance counselor, C. McQueen, and teacher, C. Benisatto, and the Technology Education teachers, to sustain Friendship Gardens (B2). In the spring these classes will assist 7th and 8th grade science students in the BPS Pond Reclamation Project, financed through a Michigan Learn-and-Serve Grant. Students observe Career Pathways “Enter Here” career videos, as they relate skills to concepts in the work place. The career facts learned at the Junior High encourage entry into vocational classes in high school and beyond. The daily focus in Technology Education is to enable students to demonstrate the product they are making from a science, math, historic, or literary/linguistic perspective. (45% student participation)

**Educational Technology: Computer Awareness.** Eighth grade students self-select a semester course to learn-by-doing various aspects of computer technology, equipping learners to enter high school, prepared with the knowledge of keyboarding, word processing, *Desktop Publishing*, spreadsheets, databases, electronic presentations, and communications. Seventh graders learn basic keyboarding in a nine-week class as a part of the exploratory arts rotation. Each emerge typing 25 words per minute. Computer teachers (P. Nowak, J. Vergiels) address the essential skills of reading, writing, and thinking through the application of effective, student-friendly software: *Microsoft Windows, Word, Excel, Access, and PowerPoint*. Assessment of student learning results in timed-test achievement, as well as individual and group-initiated products of learning, such as producing digital pictures and/or integrating written expression with digital illustrations or images downloaded from the *Internet*. All learners are expected to master the Benchmarks of computer classes with the assistance of appropriate learning interventions for diverse learners i.e. increased time-on-task, reduced assignment, audio instructions, and immediate connection to the instructor via the network (45% student participation).

**Artistic Expression:** Student-initiated projects are supported through exploration of sculpture, pottery, cartooning, drawing, and optical illusion for 8th graders who choose one semester, or a full year for very talented students. Seventh graders will learn these techniques during five weeks in the exploratory arts rotation. Teacher D. Dojcsak requires art products to be integrated with other core areas through ideas, measurement, historical reflection, and the chemistry of paint medium i.e. Oaxacon weavers and woodcarving, multicultural masks, and Greek mythology. Art history is a critical component of art education. Geographical regions, art movements through historical times, and artists’ profiles are studied. Reading, writing, and logistical thinking are addressed with all learners through creative problem design, resulting in interesting and meaningful works of art. Unique opportunities for students include the display of student art in the Monroe County Library, art contests promoting public issues such as “Bus Safety Week”, and artistic displays in hallways and showcases (45% student participation).

**Dramatic Arts:** Eighth graders may self-select this class that is designed to engage students in an appreciation of the performing arts. Students work on dramatic as well as comedic plays, movies, and basic television shows. Reading, writing, and thinking are addressed for all learners through famous playwrights, acting, student-initiated play writing, computer editing, speeches, and stage directions. Working-to-write-and- produce is the crux of higher thinking and the source of all content integration. Teacher G. Robinson’s drama students produce the annual talent show and dinner-theater, unique opportunities for all students in the school to participate in acting (32% participation).

**Nutrition and Foods** is a self-selected semester class, where 8th graders experience the joy of cooking. With the Department of Education’s current initiative to educate children in proper nutrition, teacher R. Dukate prepares students with hands-on meal planning activities. Money skills are integrated through effective budgeting. Written recipes and self-reflection integrate written and spoken language (62% student participation).

**Alternative Exploratory** is chosen by approximately 25 7th and 8th grade gifted thinkers. Students read, write, and think to solve real-life problems through brainstorming, research, data collection and the creation of a product that demonstrates the solution of a problem. i.e. The All-School Quiz Bowl and the Monroe County Middle Schools’ Quiz Bowl were initiated by alternative exploratory students and connected to the county level with the help of C. Benisatto and our principal. Critical thinking and logic apply to all class activities. Research-based (Renzulli School-Wide Enrichment Model), the class

curriculum is entirely student-initiated and based on student interests. Over the years, other student initiatives have included humor, architecture, and stock market projects (2.9% student participation).

**Newspaper:** *The Bronco Bulletin*, an award winning, student-generated newspaper, is produced six times per year. Teacher C. Dadey creates the skill-base from which learners use reading, writing and thinking as their essential tools of production. Collaborating electronically, students conduct interviews and write news stories, feature stories, sports highlights, headlines, and captions. This newspaper, written by students for students, is processed on Windows *PageMaker* and follows the learning principles of effective design and layout. A unique feature of the newspaper class is that students are taught to become politically astute in interviewing and reporting. Opinions are expressed within the context of problem solving (3.1% student participation).

**Yearbook:** *Transition* is an annual all-school review of the year's activities with photography, features, captions, and headlines. Students work cooperatively in small groups and within a business environment to meet deadlines by processing written work on IBM computers using *InDesign 2*, Josten's Software, *iMovie*, *Flash2004*. Reading and writing produce thinking in this class as all content areas are integrated via the final product (7.4% student participation).

**Music:** Band, Jazz Band, Choir, and Orchestra provide the heart of our school spirit. Our teachers (D. Ellsworth, band; D. Ripper, choir; J. Thomas, orchestra) are unified in the mission to produce independent musicians. Learners grow in confidence as they read new music, play solo or in parts, and become an integral member of a musician's group. Reading, thinking about, and producing music are essential skills addressed daily through deciphering musical notation, symbols, and terminology. Interventions are applied to ensure learning by all, such as precise grouping of learners into areas where their strengths will be an asset to the group. Periodic self and group evaluations occur through written critiques of performances. Students also research and report information on musical periods and composers.

Assessing performance standards occurs yearly at the Michigan School Band and Orchestra Solo and Ensemble Festival and at district and state choir, band, and orchestra festivals. Our music programs are strong and student participation is high (36%). Highlights of this program are: 1.) The orchestra has grown from ten students in 1990 to 54 today; 2.) Our orchestra, bands, and choirs have had "1" and "2" performance ratings at District Festival over the past five years; 3) Eighth grade choir performed in Washington D.C. in 1997 and at Carnegie Hall in 2000. 4.) All music students traveled to Detroit to hear the Detroit Symphony; 5.) Jazz Band students were taken to Murphy's, a jazz club in Toledo, Ohio, to hear the School for the Performing Arts Jazz ensemble; 6.) Recently, a representative of the Blue Lake Fine Arts Camp presented \$3,500 in summer scholarships to BJHS musicians.

#### **C6. What other content areas or programs play essential roles in the school wide curriculum goals?**

**PHYSICAL EDUCATION/HEALTH** promote the school's mission by ensuring an awareness of the whole child throughout its curriculum, and by providing the middle school concepts of low competition, heightened confidence and self-esteem, team and cooperation, and the philosophy that healthy bodies at young ages enable healthy life choices. 90% of our 7th graders are enrolled in physical education while 100% participate in health classes. A challenging and diverse curriculum prepares both males and females to apply nutritional information, safety and emergency preparedness, and developing physical and exercise skills to highlight lifelong body maintenance. New Standards and Benchmarks serve as the textbook for K. Bankowski, D. Hubbard, and E. Bankowski in the gymnasium. Team building strategies and Project Adventure integrate cooperative games and good sportsmanship, while students work on physical conditioning. On the health side, M. Buzene, R. Dukate, and M. Hennessey stress the immediacy of a healthy lifestyle, as students demonstrate learned personal health skills and information about the body, and strategies to maintain stable emotions through positive peer and family communications. *Lions-Quest: Skills for Adolescence* provides real-life, hands-on scenarios, as all learners enhance reading, writing, speaking and thinking skills to determine healthy decisions and the positive outcomes of personal choices (G1). Auditory, visual, and kinesthetic learning enable all students to learn and enjoy the essentials of effective physical conditioning and healthy lifestyles. *The Michigan Model Health Program* accompanies the text, *Teen Health*, Glencoe, both endorsed by the Michigan PTA.

**READING WORKSHOP:** Students in 7th grade who have struggled with reading in the elementary years and have not yet demonstrated proficiency on both the *Terra Nova II* (6th grade) and the Reading MEAP, learn effective reading strategies every-other-day, in addition to their daily ELA class. Our goal is to bring all learners to reading proficiency as demonstrated on state and nationally-normed tests across the curriculum. In 2003-04, of the 8 males and 13 females in the class, 63% of the males and 62% of the females were proficient on the 7th grade ELA MEAP. In 2004-2005, the number of students increased to 21 males and 13 females in four class sections. 52% of the males and 85% of the females were proficient on the 2005 ELA MEAP. According to the teacher, P. Pilewski, diverse readers will be successful with consistent direct practice of specific strategies for varied types of reading.

**C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling?** Students enter the next grade level as they demonstrate appropriate cognitive, social, and emotional traits of the middle school learner, as well as GLCE and Benchmark proficiency across the curriculum. 100% of our 7/8 learners enrolled in summer school enrichment in the core content areas are successful and go on to the next level of learning. Based upon collaborative decisions of the family and the school, an average of four students per year are retained in grade 7 and one is retained in Grade 8. Eighth graders enter the High School only upon the recommendation that they have fully mastered the 8th grade curriculum.

16% of our most talented 7th graders demonstrate high achievement on the *Iowa Algebra Aptitude Test*, placing those above the 63rd percentile into Algebra I, where in Grade 8 the same materials are used as those of the High School Algebra I curriculum. Eighth Grade All-Year-Art, Jazz Band, America's Culture, Newspaper, and Yearbook require high achievement and unique expressions of learning in parallel areas of study at the 7th grade level. Alternative Exploratory students must demonstrate a high interest in research and problem solving (C5). Highly talented 7th grade students engage challenging material beyond minimum standards, as teachers mentor individualized excursions and learning products across all content areas (C5).

#### **D. Active Teaching and Learning**

**D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning?** A compilation of research-based classroom innovations and learning interventions enabling teachers to expect high standards of learning from students is *Best Practice, New Standards for Teaching and Learning in America's Schools*, Zimmelman, Daniels, and Hyde, 1998. Professional development over the past five years flows from these principles. Our highest achievement scores have been a direct result of teachers gaining confidence that all children will learn and all teachers can deliver direct instruction of GLCEs and Benchmarks to diverse learners (H4)(H5)(H6). Carefully chosen in-services and research studies have encouraged teachers to go beyond "outcomes" to produce action learners, willingly engaging with materials and peers to solve real life problems (E4).

Effective strategies applied to student-centered learning and acquired as a direct result of professional development include: Scaffolding the text; Rubrics (A. Kaufman); Sensory Integration (C. Quayle); *Internet* research and products of learning (C. Matlow, P. Pilewski); renaming sentence parts using physical frameworks (K. Lauer, B. Dukate); using blocks for volume; geoboards; rubber bands for creating graphs; preview; survey text support features; note-taking; summarizing (C. Farnell, C. Jan); open-ended written response; writing in margins; coding text; highlighting (M. Zaums, P. Pilewski); interactive web quests (P. Nowak); kinesthetic hands-on moon observation (P. Nowak); music-movement; graphic organizers; pictures and words (J. Downing); student-created rubrics; using a key for rock and mineral identification (L. Mahoney); learning logs (H. Fletcher); hands-on learning i.e. build-and-measure-activities of egg drop, bridge building, bottle rocket, "flying" a helium balloon; spinners and dice showing probability; ping-pong-ball-drop for data collecting (M. Sahadi); salt dough maps (P. Cox); Galactic Games, reinforcing data collection and analysis (P. Nowak); ACE written reflection; double-entry diaries (P. Pilewski); compare-contrast-analyze-evaluate; creating "ah-hah" moments that engage students in critical thinking throughout the curriculum; "Test Smart" (R. Hurley).

**D2. In what ways do teaching practices support student-initiated learning?** Student-centered learning is key to setting the stage for volitional learning: a place, a philosophy, an emotion, “permission” granted to have learning placed “in our hands”. Volitional learning results from “hands off” teaching: teachers provide resources and direction; students create learning by pooling initiatives, applying learning tools, soliciting strengths, assigning tasks, and evaluating their product. Curriculum is delivered through student-focused instruction and student-centered learning (contractual learning). J. Phillips incorporates a resourceful writing-help handbook, choice assignment menu, and cooperative learning groups engaging problem-solving and personal efficacy to create a result. Rubric assessments, student-choice projects, and final self-reflection evaluation incorporate reading, writing, and thinking. Interesting products integrate all core areas to read, write, and think i.e. “Handbook on Becoming an American Citizen, Social Studies and Me” activity, teacher-maintained learning website: <http://www.msu.edu/~phill433/HOME.htm>.

Other student-initiated learning experiences include: 1.)The “Bedford Bronco Broadcast” (BBB), a weekly Friday news broadcast, is laced with middle school humor under advisor G. Robinson. 2.)Drama students create puppets, write plays, and participate in poetry reads for the community. 3.) Severely learning disabled students opened a “Santa’s Workshop” to connect learning goals to life experiences. 4.)Science, math, and ELA teachers integrate genetics, technology, social studies, health, and many laughs when they research electronic cartoon characters with distinguishing characteristics, marry them, and celebrate the birth of the offspring after applying probability to hypothesize gender traits and synthesize in descriptive writes. 5.)Publications students interviewed school and community leaders, wrote stories based on the interviews, and produced videos that ultimately won an Award of Excellence at the county level. 6.)BJHS bands and choirs go “on the road”, infusing school spirit into student-planned productions. 7.)“Living History” students take an active role throughout the centuries and “live” what they read. The signing of *The Declaration of Independence*, the first Supreme Court, and the first Thanksgiving dinner enable all to engage with the curriculum.

**D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts?** Students research information for reports with recommended web sites using classroom, media center, or flex-lab computers. Library cataloging uses *the Alexandria Library Automation System* in the media center. A full range of resources and services are available to students and teachers in a media center that houses a collection of over 15,000 audiovisual items, fiction, nonfiction, and reference books. Over 550 books are checked-out monthly with the aid of media secretary (K. Mohn). In addition, a professional collection for teachers in all media formats exists for development of curriculum. Learning opportunities extend beyond school walls through an on-line global resources link on the BJHS home page and through the Media Center’s website link on the school’s website, <http://teacherweb.com/MI/BedfordJuniorHigh/MrVanWormer/>. There, resources such as *Gale Group* journal databases and *Grolier On-line Encyclopedia* are available.

Learning resources, in all formats, are available and used regularly. Teachers, certified Media Specialist (J. VanWormer), and Technology Assistant (T. Shepherd), collaborate to plan, design, and instruct technology activities that enhance the curriculum. Students have time before, during, and after the scheduled school day, as well as homeroom hours, for access to both media center and classroom resources. During the school day, the media center operates on an open, flexible schedule, allowing individuals and whole classrooms access to resources.

A BJHS personalized web page, <http://bedford.k12.mi.us/~jhs/>, offers a myriad of useful and timely information i.e. BJHS calendar, announcements, PTSA monthly e-newsletter, lunch menu, Edline (students’ uploaded grades from *GradeQuick* for parent and student on-line access), teachers’ e-mail addresses/classroom phone numbers, and the Media Center’s link to free educational resources is displayed for viewing by parents, students and the community. The building webmaster (T. Shepherd) updates the site daily.

**D4. What technology applications is the school using? How do they relate to the curricular goals and do they support teaching and learning?** The BJHS technology curriculum builds on skills learned at the elementary level. Goals are based on ISTE and *Michigan Content Standards and Benchmarks* for technology. Software applications include: *Microsoft Office Suite---Word, Excel, and Access, Inspiration,*

*Grolier On-line Encyclopedia, Edhelper.com, GradeQuick, Edline, and WeatherBug (F6).* Technology goals are established for meeting the needs of special education students by providing individual adaptive technology equipment and *Co-Writer* and *Write Out Loud* software.

Equal access to technology is provided for all classrooms. Each student is provided with a personal network space. Students and staff use the Bedford Network Server for file storage and retrieval. Students and parents may access student career pathway folders containing *Kuder* career surveys, the *Career Cruising* website, and a hot list for career research (F6).

Ample computer technology, available in the media center before and after school and in the flex labs in open lab sessions for 45 minutes after school, promotes student use. Ongoing professional development opportunities provide integration training. NCA Target Goal Committee members facilitate technology Benchmark integration. Curriculum committees and departments develop and implement methods of technology integration as curriculum is developed.

## **E. Professional Community**

**E1. What opportunities do teachers and other staff have to build a professional community that enhances their collective capacity to work together to support student learning?** Historically, BJHS teachers and staff have aligned teaching to content area goals. In 1989 our staff welcomed the NCA process of Outcomes Accreditation as a vehicle of effective school improvement and staff collaboration. Our students demonstrated learning as a direct result of teacher reform and professional development in compliance with staff generated NCA Target Goals. Approximately 26% of our students' increased learning proficiency as measured through reports of grades and alternative assessments in the first year of implementation with school-initiated learning interventions. To facilitate promotion, teachers initiated a plan for 100% of students to pass every class (*Student-Parent Handbook*, 1990-present). Since then, student participation in Summer School stabilized, showing a slight decrease from 1998 to present.

Teacher collaboration has increased. However, we continually search to gain further sessions of collective inquiry within the parameters of existing resources. Five annual professional development days afford collaborative design, and monthly teachers meet in content area discussions: "I love our relaxed department meetings where things get done. Collectively we share a goal for the betterment of our students, striving to prepare them for high school and beyond" (C. Burgermeister). A building technology committee member and a common core-area special education teacher attend each core content meeting to assist colleagues with the integration of technology goals and learning interventions. Monthly faculty meetings no longer attempt to focus on business but rather teacher collaboration in child-focus teams. NCA Target Goal chairpersons align closely with content area chairs to create an effective planning format. Finally, teachers meet in teams and professional interest groups during planning periods and after school. Financial resources from grants, fundraising, and the building budgets have provided for release time for teachers to collaborate new ideas, design classroom assessments that measure the effectiveness of teaching strategies i.e. pre-post tests, analyze student data, and reflect upon the degree of sustained improvement. We have begun to meet with 5th-6th and 9th-10th grade teachers to articulate achievement needs of all students throughout the middle level of learning.

No longer are teachers focused on "outcomes" of our Target Goal implementation. Rather, NCA continues to drive our unified march to "performance". No longer are we asking, "What should this learner look like?" Having grown 100% in our recognition of the potential traits of the lifelong learner, our vision is to produce the action scholar, one who applies classroom learning to self, school, and community-related products of distinction in high school and beyond.

**E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to effectively implement the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time, teaching assignments, and school norms and culture, make professional development a priority?** Professional development interfaces with NCA Target Goals, interpreting coherent and unified instruction against a professional background of 812 collective years of teaching experience, and 100% highly qualified credentials under NCLB. Within our facility, 79% of our educators hold Masters degrees, two Education Specialists, and one Doctorate. BJHS teachers and administrators have presented research and best practice i.e. "Classroom

Adaptations for Diverse Learners” to our faculty in the fall of 2004; “Bibliotherapy: A Classroom Approach to Improving Social Skills and Self Esteem to Professors and Juvenile Care Workers, 2003; *Lions-Quest: Skills for Adolescence* at the regional meetings of the Michigan Lions Clubs in 2002 and 2003; “Reading Skills for the Content Area” at the 1996 NCA Regional Conference; “The Writing Workshop” to the Toledo Area Council of the International Reading Association Fall mini-conference, 1995. The education and experience of our staff empowers all to be teachers and learners together. For this reason, our recent professional development initiatives and resources have included time with masterful educators (D. Miller, K. Kryza, A. Kepley, C. Hutchins, C. Tovani, M. Dressel), as well as time to collegially share and plan.

BJHS teachers are proud to work intensively with The University of Toledo, Bowling Green State University, Eastern Michigan University, Adrian College, and Spring Arbor University to mentor and enrich the future of aspiring teachers. For years, BJHS has been considered a well-sought-after learning laboratory for new teachers. Between 2002 and the present, 25 student teachers and sixteen methods students have spent eight to twenty weeks with individuals or teaching teams as part of our learning community. Hardly a student leaves without sending the principal a note about our positive school climate and ever-helpful mentoring teachers.

Long-range professional development will focus on the skills and tools with which all students need to learn i.e. reading, writing, and thinking throughout every content area. Strategies to teach these skills and apply the measurements of their success are embedded within each of our NCA Target Goals. Likewise, additional training in the integration of technology supports and reinforces these three essential skills, placing innovative means of displaying learning through higher level thinking into students’ hands.

**E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility?** As new teachers are brought into the district, opportunities for enriching professional development are presented. District leaders provide professional, social, and geographical orientation to the Bedford Public Schools and Bedford Township. Spring Arbor University offers basic classroom management seminars and workshops, where newly hired colleagues look forward to the sharing of professional experiences. Throughout the first four years of a new teacher’s classroom experience, veteran teachers serve as professional mentors from similar content orientations. The principal and assistant principals support new teacher classroom skills through a collaboratively produced and supervised Individual Development Plan (IDP), two formal evaluations during each of the first four years, frequent classroom walk-through visits, positive follow-up reinforcement of effective teaching, and personal availability for professional discussion.

Often teachers who are qualified in several disciplines, change teaching assignments and work directly under the mentorship of department teacher-leaders. Teachers are thoughtful professionals who go out of their way to pull materials, share goals, objectives, and successful ideas that have brought consistency of GLCE and Benchmark alignment to content teaching. Experienced teachers within a content area are usually nominated by colleagues to lead through Best Practice and model effective teaching strategies, both within their classrooms and in professional discussions.

Teachers are the heart of our school; secretaries and custodians are the heartbeat. Secretaries keep abreast of current office technology, electronic storage, disaggregation of student and professional personnel data, and appropriate articulation of information to other professionals. The custodial staff reviews safety and good-health standards twice per year.

Counselors, administrators, the media center specialist, and technology assistant are continually in touch with developing needs of teachers and students within our learning community. Administrators are affiliated with NASSP, MAMSE, and ASCD. Our principal, president of the Monroe County Middle School Principals Group, attends curriculum-based Best Practice workshops and county meetings. Counselors, media specialist, and our technology assistant attend district and regional meetings and business-related opportunities to stay current.

As a result of fundraising (Morley Candy Sale) and building professional development/school improvement allocations, 60% of this funding was spent on professional in-services and presenters, while 40% supported teacher release time for professional inquiry.

**E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success?** The past four years of BJHS professionals' collaborative work within the NCA process has generated a revised NCA School Profile that demonstrates increased results in growing standards of learning and 100% in keeping with our district and building mission and school improvement NCA Target Goals. Operating at the fourth step, on the NCA Performance Accreditation time-line, "Increasing Capacity for Improvement", our teachers have grown in their use and application of disaggregated student data and the triangulation of students' results from alternative and authentic assessments, as well as criterion and nationally normed test scores. Applying multiple sources of student assessment results allows looking at student work together from multiple perspectives. Here in lie the results of professional development opportunities that have been carefully selected, attended, and reported over the past five years.

Formal teacher evaluation occurs once every three years, a professional goal that supports building initiatives and NCA target goals across the curriculum. Professionals' performance discussions with the principal over the past five years have been positive. From core content areas to exploratory arts, teachers are unified in directing instruction to the whole child though the integration of the essential skills of reading, writing, and thinking across a robust and rigorous curriculum, and ensuring that all learners are equipped with the means to learn. The interplay of content teacher-leaders and others within each department is critical to the School Improvement better-teaching-better-learning process. Obtaining effective research, feedback, direction, and classroom support through teaming and/or collegially-planned lessons, is a commendable and welcomed avenue of professional development occurring daily at BJHS.

Research-based practice resulting from carefully chosen in-services, professional discussions of common reads in professional growth, and direct observations of teaching/learning labs facilitated by published practitioners, have had a direct impact on increasing student performance (H4)(H5)(H6). Persons renowned in their field and the works that have influenced our teaching over the years have been: H. Wong, M. Hunter (curriculum delivery); B. Bloom ("Bloom's" Taxonomy of Educational Objectives); H. Gardner (multiple intelligences); C. Tomlinson, K. Kryza (differentiated instruction); C. Moorman (cooperative learning); C. Tovani, C. Hutchins, D. Miller, L. Graham, R. Culham (reading, writing, and thinking across the curriculum); A. Kepley (coding text, cubing); W. Spivey, B. Lane, M. Dressel, J.E. Sparks (*Writing to Think*); R. DuFour, L. Lezotte, B. Lancluse (*Best Practice*-middle schools and professional communities); E. Bauer, S. Ewing (MEAP analysis); J. Laginess (technology integration).

Annual MEAP scores in all content areas and positive AYP results from total percent proficient, as well as that within the sub-groups of special education and economically disadvantaged, is a credit to the entire learning community that is "putting it all together" to create the climate and culture where all students are engaged in effective learning.

#### **F. Leadership and Educational Vitality**

**F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?** The mission of our school is to enable all students to learn. Our vision is that students will become life-long learners. We fulfill these goals by providing an environment where teachers can teach and students can learn. School administrators believe that four areas of support must be maintained to further the teaching/learning process according to the mission and vision of our learning community.

First, our principal and assistant principals believe that teachers must be given the tools to teach. Control of a percentage of the total school supply budget is given to each content area. Technology resources and personnel provide daily curriculum support. Paraprofessionals assist in classrooms, contributing encouragement and tutorial intervention for diverse learners. Secretaries maintain teacher communication with parents, administrators, and students beyond the classroom.

Second, our principal and assistant principals establish and enforce guidelines to ensure that the teaching/learning process is rarely interrupted. Secretaries, counselors and administrators use the last five class minutes to convey messages to students. Administrators call students out of class only for timely



investigations or emergencies. School assemblies, five per year per grade and aligned with content GLCEs and Benchmarks, commemorate historic events and cultures, and evoke school spirit.

Third, our administrators are visible throughout the building, maintaining a discipline plan that follows the *Student and Parent Handbook* and goes beyond their offices. Teachers occasionally bring defiant students to the office or request that an administrator visit the classroom to ensure the lesson's continuity. Student discipline is handled on an individualized basis with the policies of the handbook followed closely, indicating to students that discipline is conducted on a fair and equal basis.

Finally, strengthening relationships is the foundation of effective teaching. Our principal empowers all building personnel to fulfill their daily responsibilities with personal creativity and classroom integrity, creating an environment of confidence and trust. Likewise, empowerment of students to take learning into their own hands, a direct effect of administrative support for teachers, curriculum, and delivery systems, excites and motivates our students to learn. Our administration fosters strong and positive relationships among staff members, knowing that collaboration in planning and student evaluation creates helpful knowledge of the students from all perspectives. Our principals' support of teachers under all circumstances is vital to the strength and character of the entire learning community.

**F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders?** Internal and external stakeholders want a voice in decision making at Bedford Junior High School. Our administrative team includes all stakeholders in decisions directly affecting their classrooms, work areas, or personnel for whom they are responsible. Whether it is through a "new idea" e-mail sent to staff, daily interaction with students in the cafeteria, with staff at a professional friends' group discussion (faculty meeting), or formally through our NCA School Improvement Process, every internal stakeholder (teachers, support personnel and students) has an avenue to express opinion and be heard. Our principal and assistant principals intermingle with staff and students throughout the building to implement pertinent ideas or procedures. Phone calls and e-mail to administrators and secretaries prove quick, efficient means for staff voice in everyday decisions that are of individual critical importance. External stakeholders (parents and community members) share in school decisions through NCA Target Goal Committee membership and monthly PTSA meetings where our principal and a teacher representative are vice-presidents, and students participate as student body representatives. YMCA leaders meet with students, parents, and administrators to design and plan programs and evaluate student results. Community leaders present programs and interview students through classroom activities i.e. Township Clerk, Bob Shockman, collaborated with the newspaper class to create a mock Presidential election in 2004. Representatives from two local newspapers interview students for stories and opinions. Finally, our superintendent and assistant superintendents visit our building regularly to meet with staff, students and building administrators. Our superintendent shares lunch with students on a quarterly basis.

Long-range learning goals for our students stream from our NCA Target Goals that are responsible for embedding effective reading, writing and thinking strategies into the classroom delivery of content GLCEs and Benchmarks. NCA Target Goal committee chairs and content teacher-leaders (department chairs) collaborate long range goals and curriculum delivery priorities with staff members.

Energetic ideas for school spirit programs emerge from involved, caring students who are encouraged and challenged to include all learners. Three student-initiated programs have sustained the test of time. The all-school Quiz Bowl, the Friendship Gardens, and the process to recycle lunchroom Styrofoam, aluminum, and plastic are in their 3rd, 4th, and 12th years respectively.

**F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-Assessment for the Blue Ribbon Schools Program, and how did this initiative relate to other school improvement and planning efforts?** Participatory school improvement operates through a robust and rigorous NCA process of Continuing Performance Accreditation. On February 17, 2006, our Target Goal Committees collaborated on the evaluation of the first draft of the School Profile via rubric. Target Goal Committee members will examine the learning needs of students, as demonstrated by the disaggregated data in the School Profile and the GLCE and Benchmark-item-analysis of 2006

MEAP subtests. Committee members will alter teaching strategies to meet the GLCEs and Benchmarks yet to be strengthened and incorporate the essential skills of reading, writing, and thinking across the curriculum. The final step this spring will be to submit our final draft of the School Profile to the NCA Commission on Schools and to host an NCA peer review team visit in the fall.

Applying for the Blue Ribbon Schools Program appears perfectly timed since it is tied to our ongoing participatory School Improvement Process. Our students' assessment scores show promising continual improvement, directly related to our teachers' process of collective inquiry and subsequent application of integrating effective teaching strategies. Gathering information for this report has encouraged teachers to celebrate their own and their colleagues' ingenuity in the classroom, as they compare innovative lessons that engage students and encompass curricula. The staff, often complimented by their administrators as being the greatest middle school staff in the state, believes that while the teachers belong to the most noble of professions, they hope endless efforts and love of their students will be recognized through the Blue Ribbon Program. Thus, following Blue Ribbon Training our principal requested that teachers submit written responses to numerous questions related to the way teaching is practiced in their classrooms. In addition, teachers voluntarily submitted lessons and artifacts exemplifying products of student learning. Our counselor and principal subsequently interviewed individuals, as well as groups of teachers and staff, regarding Best Practice and lesson integration. The written responses and interview notes were then cut-and-pasted on question-response boards. Following a faculty and staff review of the rough draft components, the final stage of writing began. The technical expertise of our technology assistant (T. Shepherd), computer teacher (J. Vergiels), and district technician (J. Dazley), and endless hours of document review by teacher-editors (C. Matlow, P. Pilewski), enabled the production and the electronic submission of the Blue Ribbon Document.

#### **F4. How does the school leadership use the most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making?**

Founded on the principles of effective middle level schooling, BJHS evaluates all current and future programming in light of the most current guidelines (*Whatever it Takes*, Richard DuFour, 2004). All new staffing must be an "excellent fit" with the research-based emotional, social, cognitive, and physical needs of eleven to thirteen year-old learners. Our *BJHS Teachers' Handbook* speaks to the traits of the middle school child, as well as to the parental needs of these children, reminding our staff of the vital role they play in school-to-home communication. Our curriculum must remain relevant, challenging, integrative, and exploratory, where teachers must apply multiple learning and teaching approaches that incorporate knowledge and respond to student diversity (C5)(E4).

In addition to cognitive assessments, our administrative team, secretaries, and counselors analyze school data to monitor results aligned with our school mission. BJHS programming is accommodating the needs of our middle school students, and, in some cases, showing outstanding results in student attendance (H7). In the area of discipline, our greatest issue is homework completion. Based upon a consistent number of students assigned to the Individualized Learning Center (ILC) for work completion (86-115 males and 21-24 females per year over each of the past five years), it appears that 11% of our males and 2.5% of our females are reluctant learners with whom additional homework completion strategies need to be considered. On the other hand, the number of students requiring summer school has declined, suggesting that increased learning interventions have been effective with diverse learners. Within an average student population of 855 students per year over the past five years, serious discipline problems such as weapons violations are isolated to one or two individuals per year and have always involved a concealed knife. Tobacco issues have been low, with an average of four per year. Instances of alcohol in school dropped from sixteen in 2002 to eight in 2004. However, even though we see a decline in marijuana and prescription drugs in school (twelve instances in 2003 reduced to eight in 2005), during this year alone, we have experienced nine students with parental prescriptive medication in their possession. The need for increased parental education in substance abuse among early teens seems evident. The numbers of students assigned to Saturday School (8:00 -12:00 PM) as a result of school-related infractions of citizenship, have declined in male participation (138 in 2002 to 76 in 2005) and

consistently demonstrate low female participation rates (24 in 2002 and 27 in 2005). Finally, the number of violence related incidents involving police reports for fighting were elevated in 2004-05 as a result of an enhanced reporting process and the presence of our school deputy.

The Individualized Learning Center (ILC) and Saturday School have been supported with “at risk” funds as a response to increasing numbers of students who were, in the past, suspended for school-related infractions of citizenship. Removing students from school is inconsistent with our mission to enable all students to learn. These interventions that keep students in school, have proven successful in reducing school suspensions, as well as an inordinate number of poor citizenship-related infractions.

**F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school?** The unified direction of professional development over the last five years has made a significant difference for our school. Although our budgets have been smaller, and, therefore, fewer teachers have attended individual workshops, resource professionals continue to present in our district, and the financial burden has been shared (E4).

The NCA School Improvement Process, “Performance Accreditation”, elevated our thinking about the way we view student assessment data. Our new target goals, even though highly concerned with “outcomes”, go beyond in their vision to create students who will be in-depth thinkers, consider varied facets of a problem, and devise multiple solutions.

The integration of technology into curricula across all content areas has allowed our teachers to enrich, excite, and motivate student learners across new horizons of integrated curriculum delivery and expansion. Five years ago our teachers attended 40 hours of basic computer training. Since then, teachers continue to update integration strategies. Our district’s instructional technologist (J. Laginess) meets with teachers in common content areas for full and half-day learning. All district /building technology instruction and equipment is supported through the Monroe County Technology Enhancement Millage (F7).

Finally, the work of B. Lanclose and R. Weigel from the University of Toledo, Ohio, brought reform to our faculty discussions. Our principal became concerned, when, at the end of 2003-04, our teachers’ school climate survey found that 75% were content with 18 school variables that affect the teaching/learning process and school professional relationships, yet only 30% were satisfied with teacher involvement in school decision-making. In response, our principal and two teachers enrolled in “Critical Friends Group” (CFG) training over the summer. As a result, all BJHS professional development throughout 2004-2006 engaged teachers in collective inquiry and professional discussions via CFG protocols to experience a true professional learning community. Professional discussions (faculty meetings) have become collaborative and continue to produce teacher-centered thought, discussion, problem solving, and program reform across the curriculum. Teachers have expressed satisfaction with the creation of a Professional Learning Community. Further growth is needed to reinforce CFGs, keeping with the mission and vision of our learning community.

**F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Assuming that educational applications of technology have been discussed in Section D, describe how else the school uses technology.** Technology is integrated into every aspect of curriculum management at BJHS: 1.) Career Pathways is team taught by the 8th grade counselor (S. Connolly), technology assistant (T. Shepherd), the ELA classroom teacher, and BHS counselors. Students integrate achievement results of ACT Explore Achievement Testing with career interest indicators. As 8th grade EDP portfolios are completed, career areas are individually researched, using The *Kuder* Career Assessment and *Career Cruising* on-line software. A final research paper asks students to examine “What Career is Best for Me”. 2.) The *WeatherBug* (AWS *WeatherNet*) system of electronic weather data collection, located on our school rooftop, makes weather information available to students on classroom and lab computers and to a local television station, WXYZ-TV, Channel 7, Detroit. BJHS subscribes yearly to the *WeatherBug* Achieve, a system of interactive lesson plans integrating weather data into the content areas. 3.) *EdHelper*, lessons for teachers; 4.) *TeacherWeb* (Media Center, J. Phillips). 5.) *Oregon Trail*; 6.) *Jeopardy*, content quizzing through game-show format; 7.) *United Streaming*, on-line

educational digital video library; 8.) *Microsoft Suite*; 9.) *NetTrekker*, a database of web resources; 10.) *CIMS AS400*, a system used for grading, attendance taking, and communicating within the district and community; 11.) Teachers access *GradeQuick* to download grades and send hourly attendance to *CIMS AS400*. 12.) *Edline*; 13.) E-mail provides a source for inter and intra-building communication and offers student and parent accessibility. 14.) An Automatic External Defibrillator (AED), is clearly visible near the gym in case of an emergency. 15.) Department share drive to store relevant material (B. Ferguson, SS); 16.) Interactive Video Network (IVN) classroom at Bedford High School.

**F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them?**

Challenges facing BJHS over the next five years include: 1.) The Monroe County-wide Technology Enhancement Millage, the only one-of-its-kind in the state, is in the final year of its first renewal (2001-2006) and must be renewed again this spring. Passing this millage in Bedford Township is critical to our district and county schools. 2.) Bedford Public Schools will experience a drastic reduction in school programming over the next two years as a result of demanding rising costs and current state funding. BJHS must be ready to adjust its programs and student population in the event of re-districting initiatives. Assistant principals (F. Koch, R. Hurley) must look ahead at the possibility of restructuring the Master Schedule to accommodate 6th grade learners. 3.) Nation-wide schools will continue to be required to meet AYP criteria throughout the general population, as well as within diverse learner subgroups. 4.) Teachers will be requested to foster increased collaboration through Professional Learning Communities and Critical Friends Groups protocols to sustain meaningful student programming. 5.) The BJHS learning community will move forward, meeting the NCA Performance Accreditation Standards by 2007, followed by continued growth along the path of NCA Transitions Endorsement, and meeting the challenge of preparing lifelong learners for high school and beyond.

**G. School, Family, and Community Partnerships**

**G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships, and how did the school measure the improvements?** A communications network (committees) among parent, school, student, and community leaders is active at the district level, in the school buildings, and within community and youth service clubs and organizations. Both broad and specific child-centered goals of school, family, and community partnership focus on presenting a unified support system for every child in our school and community. The resulting common vision for our children is that they will be kept safe, will explore and engage in an array of healthy activities and events that enhance developing interests, and will apply their learning to the betterment of their community in high school and beyond.

Bedford Junior High School has three active and student-engaging partnerships with supporting organizations: 1.) The Bedford Lions Club financially supports teacher training and student materials for the *Lions-Quest: Skills for Adolescence*, a positive communications and decision-making curriculum, endorsed by the Michigan Board of Education and PTA, and taught in 7th grade (C6). In return, our students collect food and clothing for 21-25 needy families during the Holidays, and the Bedford Lions deliver donated items. 2.) The Francis Family YMCA fulfilled a great need in our school by creating a Teen Center for our twelve to fifteen year olds. In return, 100 students applied to perform two hours of community service per week in an approved, community capacity in order to receive a full teen membership for all facilities at the YMCA. 3.) SSOE Architects, Mac Steel, Libby Corps. Of Engineers, and HJ Prime Cut financially support two to three Lego League Robotics teams per year. In return, parents representing these firms become Lego mentors and attend regional and state competitions. Stakeholders measure the success of their involvement through knowing that they have personally furthered a child's lifelong learning through character development, community service, and intellectual pursuit.

**G2. How does the school involve families in their children's education?** Parents are the life-teachers of our children; active communication between BJHS personnel and parents must occur to allow our educators to "co-parent" children regarding educational goals, values, and ideals. The PTSA is woven throughout our school program. Through PTSA, programs such as "Talk Early Talk Often" and

“Cyberspace Safety”, parenting roles are enhanced and updated. Our principal (M. Zaums) connects with parents at monthly PTSA evening meetings, through the parent-letter within the PTSA *Bronco Monthly eNews*, and, daily, through school affairs. *Lions-Quest: Skills for Adolescence* (C6) offers parenting communication skills and parent meeting topics for teachers and administrators. Communication with school personnel is ensured through *The Assignment Book*, e-mail, *Edline*, “8th Hour”, daily phone and office visits with teachers, counselors, and administrators, and the school liaison officer. Our PTSA actively recruits an average of 100 parents yearly through sign-up lists to chaperone school parties, become a “Parent-On –Duty”, run Market Day, read tests to students, help with Morley fundraising, organize 8th Grade Recognition, bring juice on MEAP mornings, prepare teacher appreciation luncheons, and much more. All we have to do is ask. Our school counts on parents to assist their children with homework. The assignment book is the tool of all learners that connects school to home (B1)(C3). Counselors conduct home visits for students with lengthy absences. The district supports homebound learning for ill students at home beyond two weeks. Families are involved in decision making at the time of scheduling classes (B1) and through involvement on NCA Target Goal Committees (F2). Data demonstrating parent involvement reflect the following participation rates and averages: Fall Open House-80%; Parent-Teacher Conferences-60%; weekly phone calls per teacher-5; e-mails per week per teacher-5; *Edline* (407 parent-activated accounts, 767 student-activated accounts); BJHS web page and *Bronco Monthly eNews* (19,000 hits currently this school year).

**G3. How does the school support the needs and concerns of families? Resources in the school and the community used to extend learning opportunities for students, teachers, and families?** The 2004-2005 parent perception survey of BJHS indicates that 88 % of our families are satisfied with an effective support system. A role of our school is to provide services that assist families with social concerns. Our counselors refer an average of ten families per year to social service agencies such as Monroe Mental Health Services, Catholic Social Services, and other private professionals. School nurses offer parenting education classes and nutrition information to our district families. Bedford Dial-a-Ride provides transportation (\$.50) to-and-from school for students accessing after-school opportunities: computer lab, “8th Hour”, athletic practices, disciplinary obligations, the YMCA Teen Center (G1), and the Monroe County Library. Parents feel welcome and are encouraged to visit BJHS at any time during the school day. Attendance of participants’ parents at musical concerts, dramatic presentations and athletic events exceeds 98%.

**G4. How are educational resources in the school and community used to extend learning opportunities for students, teachers, and families?** Bedford Public Schools has a comprehensive Community Education program for adults and children. Our school facilities provide the setting for evening athletics, community and club meetings, and events of diverse interests. The Monroe County Library, located next to BJHS, proves to be an extraordinary resource of technology and printed works. Students may visit the library during the school day with classes and after school with peers. The Toledo Museum of Art, The Detroit Institute of Art, The Detroit Science Center, Toledo COSI, The Ann Arbor Hands-On Museum, and Erie Canal-Boat rides in Grand Rapids, Ohio, are learning sites that our teachers and students have visited. In many cases, grant writing initiatives (C. Benisatto) have provided the financial support for community trips. Finally, approximately 100 students at each grade level, 5th-8<sup>th</sup>, attend summer band at Bedford Junior High School.

## **H. Indicators of Academic Success**

**H1. What is the school’s overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing?** Our unique position, two years at the center of the child’s educational experience, makes assessment meaningful in two ways: placement and prescriptive individualization. Regarding 7th graders, our staff examines the 6th grade MEAP and Terra Nova Achievement battery subtests results (given at 6.6) and the initial Reading Level Indicator, as these prompt placements in Specialized Curriculum, Basic Skills, or “Test Smart” classes, or they may initiate a Teacher Assistance Team (TAT) meeting. Teachers examine the GLCEs and Benchmarks from each subject as they pertain to both individual and the general group’s MEAP test results, prompting each department to address deficits

cited in the item analyses. The staff examines the 8th grade Explore Achievement Test (ACT) results for placement in 9th grade English and math classes. We also review the Terra Nova results at 9.6 and compare them to the test results at level 6.6. Both subject-level pre-post tests and authentic assessments align with core area GLCEs and Benchmarks.

**H2. How does the school use assessment results to understand and improve student and school performance? How is data used to influence decision-making?** The MEAP coordinator (M. Krisher) and principal share test results with the staff first and then individualize by NCA Target Goal Committee and content area teachers. The Intermediate School District (ISD) provides additional sessions on disaggregation of data that are shared with department heads. School improvement interventions may change based on data; professional development follows based on weaknesses. Other assessments (RLI, multifactor assessments, individual Terra Nova Achievement Tests) may alter a student's placement within a 7th grade team, change a student's grade level, or adjust a student's level of a particular class within a grade.

**H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data?** A part of our annual report, MEAP and Explore Test results are public information on the Bedford website. Parents are mailed an explanation of the results; however, they may also attend a high school meeting when individual Explore Test results are distributed. At a PTSA meeting prior to MEAP testing, parents "experience the test" through released items to familiarize themselves with the tests' intensity, so that suitable home preparation may occur. At our evening 8th Grade Curriculum meeting, parents acquire knowledge to make informed choices concerning 8th grade class registration and may have their child's Explore Test results interpreted.

Parent meetings are a prerequisite to individual testing for a student who has thus far been unsuccessful. As part of the Teacher Assistance Teams (TAT) referral process (25 referrals per year), three successive meetings occur to set up, implement, and evaluate specific interventions to ensure success.

Decision-making information is mailed home regarding: 1.) Iowa Algebra Placement test results; 2.) Acceptance into the National Junior Honor Society (NJHS) based on scholarship, character, service leadership, and citizenship, and approval of the BJHS Faculty Council; 3.) qualification for 8th grade publications classes based on a teacher-created assessment; 4.) MidWest Talent Search based on a 98th percentile on the Terra Nova test; 5.) report cards; 6.) progress reports; 7.) career unit parent packets.

**H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years?** (Appendix IV, page 43) The ACT Explore Achievement Test Composite Score from 2004/2005 increased by 3.4 NCE from the previous year. The mathematics test score in 2004/2005 increased by 1.6 NCE from the previous year and the English test score from 2004/2005 increased by .2 NCE from the previous year. The highest composite score is 64.2 NCE from the 2001/2002 school year. The highest mathematics score is 62.2 NCE from 2001/2002 and the highest English score is from 2002/2003 of 59.2 NCE. The number of students excluded decreased from 4% to 2%.

Bedford Junior High NCE Composite, mathematics and English score above-average each year. The mean Composite Score over the five-year period was 61.88 NCE. The mean English score was 58.12 NCE and the mean mathematics score was 59.3 NCE.

Scores were consistent over the 2000- 2005 time period. The Composite Score had a standard deviation of 1.79 NCE. The mathematics score had a standard deviation of 1.89 NCE. The English score had a standard deviation of .63 NCE.

**H5. What are the results from the MEAP for the last five years?** (Appendix V, pages 44-55)

**Reading:** (Appendix V, pages 44, 45) Comments on strengths and weaknesses.

- Over the last four years, we have maintained a 10-12-point lead over the state. Though we dropped 1 point from 2002-03 to 2003-04, we bounded back with a 9-point jump to our highest proficiency yet, 81% in 2004-05, and our highest score to date in Category 1 at 31%. Perhaps the 1-point lapse in 2003-04 was due to the new Grade Level Content Expectations (GLCEs) and their alignment.
- A steady improvement over three years with the economically disadvantaged students is meaningful: 2002-03 = 60% proficient; 2003-04 = 63% proficient; 2004-05 = 71% proficient.
- Special Education students' improvement on the Reading MEAP in the last two years (2003-04 to 2004-05) is notable as their proficiency rate increased from 28% to 46% proficient.
- Hispanics make up our largest ethnic group. Some of them are ELL or FELL students. On the 2003-04 reading test, they scored 91% proficient and 92% proficient in 2004-05.

**Writing:** (Appendix V, pages 46, 47) Comments on the scores.

- Of concern was the decreased proficiency rate in 2003-04, down to 48% from 67% the preceding year. Though still having surpassed the state, it can be observed that our 7th graders suffered a 19-point decline from the preceding year. Our teachers reported confidence that year, and our students felt positive about their work. From our research after receiving those scores, we realized that the method utilized by the State Department of Education to report inter-rater agreement--the "percent of ratings within one"--is not considered an acceptable practice. A preferred Kappa statistic, or an Intra-class correlation coefficient is statistically more appropriate. Briefly, the point where raters show the most difficulty in differentiating between papers--between a score of 2 or 3--is also the point of "pass" and "fail". In glancing at our past data, this was unfortunately 232 students. (resource: Strout, P.E. and Fleiss, J.L., Psychological Bulletin, 2, 1979, pgs. 420-428). We know the tests for a particular teacher's group are graded by the same raters for the purpose of identifying "irregular administration practices". It is impossible for us to compute the additional "error" that this will add to the grades because of differences in the two raters--probably larger than if the papers were assigned at random to raters.
- There is also a drop in the scores from 2002 to 2003; the drop was also seen at the state level. We know the new ELA test came into existence that year combining reading, writing and listening. The new items on it became based on specific Grade Level Content Expectations derived from the Curriculum Framework. We quickly began to align our texts to this.
- Writing from 2004-2005 improved 20 percentage points for the economically disadvantaged (42% to 62%).
- Special Education students doubled their proficiency rate in 2004 and 2005 from 20% to 40%.
- We witnessed more growth for our "at-risk" 7th graders in writing over the last two years: 47% to 58% (2004, 2005).
- Bedford's farming history has contributed to the population of our largest ethnic group: Hispanics. In writing, this small sub-group jumped from 42% in 2004, to 62% in 2005.

**ELA:** (Appendix V, pages 48, 49) General observations.

- Over the three years since its inception, we have steadily kept a 10 point lead over the state. It was our writing lows that also accounted for the ELA drop of 2 points from 2003-2004. In Winter, 2005, we had our highest percentage yet in Level 1 and a general 10 percentage point leap from the preceding year.
- The economically disadvantaged students' scores increased the past two years from 49% to 66%.
- Total ELA rates for special education students tripled in two years from 17% to 40% from 2004-2005.
- Our largest sub-group, Hispanic, held their proficient category in 2005 at 92%. Some of these students receive ELL instruction or are considered FELL.
- Considering gender, the 2003 ELA test found our males 67% proficient and females 69% proficient.
- Sub-groups Special Education and Economically Disadvantaged made AYP in 2003-2004 as a result of the average scores over a two year period (2002-03, 2003-04), as well as in 2004-05.
- Total school scores reflect AYP 2003-04 and 2004-05.

**Math:** (Appendix V, pages 50, 51) The following are important observations, noteworthy comments, and possible explanations for various scores:

- Our proficiency rate was the highest for us in 2005, 70%, with an also high above the state by 8 percentage points. 191 out of 455 of our students scored in the top level, and 318 of our 455 students were proficient on the test.
- Our ambitious "at-risk" students in 8th grade achieved on math MEAP over three years the following proficiencies: 2003=41%, 2004=44%, 2005=54%.
- The economically disadvantaged subgroup significantly improved their math proficiency rate from 2003-2004 from 43% to 73.3% proficient.
- Our 8th grade Hispanics in math demonstrated improvement from 2004-05: 67% to 80%. This is our largest ethnic group, but remains too small to merit a separate sub-group page.
- Having had no test in 2001, we feel we prepared the students well for the new test in 2002, that test reflecting the mathematical content in the MI Curriculum Framework. With the advent of the GLCE (Grade Level Content Expectations) and our quick realignment, our scores have not faltered.
- Our special education students from 2003 to 2004 jumped 24 percentage points (10% proficient to 34%). Because of a drop in winter, 2005, to 19% we believe we must analyze individual deficits more closely.

**Science:** (Appendix V, pages 52, 53) Our strengths in this area are many:

- Over the last 2 years, we have narrowed the gap with our gender scores from a 7 point difference in 2004 (males=78%, females=71%), to a 4 point difference in 2005 (males=79%, females=75%).
- Having only 9 MI Access students in science in 2003, the first year this program was initiated, our special education students achieved a 38% proficiency rate. We were pleased to see their scores continue to improve in 2004 to 43%. Their proficiency rate at 33% in 2005, though a step down, might be explained due to the 20 more students in the program and fewer MI-Access students.
- Though we had a slight increase with our economically disadvantaged science students from 2003-2004, it should be noted our number of students in this group doubled from 2003-2005. This may account for the decrease in 2005.
- We wish to note the success on this test of our school's largest ethnic subgroup, Hispanics: 75% proficient in 2004, 86% proficient in 2005.
- The 8th grade "at-risk" group in the last two years (2004-2005) demonstrated the following growth on the science MEAP: 48%, 66%.
- It is undoubtedly the high writing scores of our 7th graders in 2001 (78.8%) that contributed the next year to the high science pass rate at (78.1%). This science test had made a significant change this year with an increased emphasis on constructed-response items and performance definitions to match performance levels.
- We have maintained an approximate and consistent 10 point lead over the state for the last four years with fewer children excluded from the test. Our success has been steady from year to year.

**Social Studies:** (Appendix V, pages 54, 55) The data indicates some particulars.

- We have maintained an attractive 6-16 point lead over the state throughout the 5 years.

- Our proficiency rate with our special education students in the last 2 years more than tripled from 9% in 2004, to 33% in 2005.
- Our concern was the 2003-2004 test results: we have difficulty explaining the 9 point difference from the preceding year except to say there was a general drop by the state also.
- Based on a longitudinal study our department conducted on our 2003 8th graders, we saw a significant 10 point jump on their MEAP test compared to when they had last taken it in elementary school (33% proficient in grade school to 44% in 8th grade).
- On this same test in 2003, gender equity was obvious with males at 43% proficiency and females at 45%. In 2005, the comparison is similar with males at 40% and females at 42%.
- The “at-risk” group made an extraordinary MEAP-leap from 2004 to 2005: from 4% proficient to 44% proficient.
- Our sub-group, Hispanics, illustrate their greatest achievement from 25% in 2004, to 47% in 2005.

**H6. What alternative assessments of student performance does the school use?** NCA Target Goal committees generate specific alternative assessment in each core area as measures of effective teaching strategies.

Our Social Studies department gives a pre-post test to each learner over the Benchmarks as they pertain to the text. For the academic year 2004-2005, the 8th grade spurred from a 40% pass rate to 89%; the 7th grade tested in at 18%, and retested in the spring at 77%.

The Language Arts department tracked 135 “at-risk” 7th and 8th graders in 2004-05. 15.5% scored at grade level in reading (August, 2004) using the RLI test; 24.4% of this group was at grade level in May, 2005. Of 84 “at-risk” students tracked for vocabulary improvement on the Diagnostic Test (Sadlier-Oxford), 16.6% scored at mastery level in August, 2004. This same group in May, 2005, reached a 46.4% mastery level (70% is considered mastery) on the Mastery Test.

Our Math department administered a pre-post test of essential skills to students beginning in 2004. The 7th graders entered with a 37.3% proficient rate, and, in the spring, scored at a 60.73% pass rate. 8th graders entered at a 37.1% proficient rate and exited at 69.87%. 16% of our 7th graders scored above the 75% on the Iowa Algebra Aptitude Test (C7).

Science teachers ask 7th graders to create “Benchmark Cards” that are hole-punched on metal rings. Upon completion of regular classroom tests, students review and alter their tests using the “Benchmark Cards”. These cards, also utilized for bell work, might be followed with a Benchmark Quiz.

**H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement?**

The analysis of school data shows that BJHS programming is accommodating the needs of our middle school students, and, in some cases, showing outstanding results in particular areas. Daily student attendance has remained consistently high over the last five years (97.7-98.1) indicating that our community takes learning seriously and that school truancy policies including judicial follow-up are noteworthy. Teacher attendance patterns are positive and teacher turn over rate is low, suggesting that overall, teachers are content with the conditions and climate of their work site.

	2004-05	2003-04	2002-03	2001-02	2000-01
Daily Student Attendance	97.7%	98.1%	97.14%	97.8%	97.7%
Student Drop-out Rate	0%	0%	0%	0%	0%
Daily Teacher Attendance	95.5%	95.1%	94.0%	94.2%	95.5%
Teacher Turnover Rate	6%	2%	0%	0%	2%

**H8. Which awards received by the school, staff, or students are most indicative of school success?**

**Limit the description of awards to 10 or fewer and explain the reasons for the choices.** Staff and student awards are meaningful to our entire school and community.

1. “Who’s Who Among America’s Teachers” honors those educators who were nominated by former students for having significantly impacted their lives. These teachers are among the nations most respected. 28% of our teachers have received this honor.
2. The NJHS “Relay for Life” team, “The Force” 1st place in the 2005 fundraiser. This overnight team event raised \$8,000 for cancer research, education, and patient support programs. 8th grader, Jacob Loy, inspired student involvement. Our classmate, a cancer victim, passed away in the fall of 2005.
3. The school newspaper, *The Bronco Bulletin*, received a 1st place “Buckeye Award” in 2003.
4. The yearbook, *Transition*, received a 1st place “Great Lakes Interscholastic Press Association Award” in 2001-2003, Columbia Scholastic Press Assoc. Bronze Crown Winner 2004.
5. The 2005-2006 Eighth Grade bands, choirs, and orchestra all received “1” – the highest possible performance rating, at District Festivals. All three groups have been invited to attend State Festivals.



**PART VI: PREVIOUSLY RECOGNIZED SCHOOLS – Not Applicable**

1. **What major changes and improvements have taken place since the school was last recognized?**  
N/A

2. **Has the administration or staff had any interactions with other schools to share some of the successful strategies and practices?** N/A

**How has the staff been involved in leadership or training programs beyond the school to disseminate practices and programs?** N/A

## Appendix I

### Interscholastic Athletics and other Co-Curricular Student Participation Activities

<b>I. Interscholastic Athletics</b>	<b>Male Participants</b>	<b>Female Participants</b>
<i>7<sup>th</sup> Grade</i>		
Football	37	N/A
Cross Country	10	18
Basketball	15	12
Wrestling	20	N/A
Track	19	33
Softball	N/A	15
Volleyball	N/A	17
Sideline Cheer	N/A	16
<b>7<sup>th</sup> Grade Totals</b>	<b>101</b>	<b>111</b>
<i>8<sup>th</sup> Grade</i>		
Football	35	N/A
Cross Country	10	17
Basketball	14	15
Wrestling	20	18
Track	19	33
Softball	N/A	15
Volleyball	N/A	18
Sideline Cheer	N/A	18
<b>8<sup>th</sup> Grade Totals</b>	<b>98</b>	<b>134</b>
<b>Statistics</b>	<b>Male Participants</b>	<b>Female Participants</b>
7 <sup>th</sup> & 8 <sup>th</sup> Totals	199	245
Elimination of Two-Sport Athletes	(19)	(27)
Elimination of Three-Sport Athletes	(11)	(15)
Total Individual Athletes	169	203
Total School Population by gender	443	414
Total % of Participation	38%	49%
Total School Population		<b>857</b>
Total Athletic Participation		<b>43%</b>
Participation Rate of Student Body		<b>47%</b>
<b>II. Intramural Sports</b>		
<b>(Cooperative Games)</b>		
<b>A. Bedford Junior High School</b>		
Total Participation Rate	41%	14%
<b>54%</b>		
<b>B. Bedford Community Education</b>		
1. Girls Basketball	0	50
2. Soccer Fall & Spring	30	15
3. Tennis Camp	0	20
4. Basketball Camp	60	23
5. Co-ed Volleyball	4	168
6. Softball	0	87
7. Boys Basketball	137	0
Totals	<b>231</b>	<b>363</b>
Total Participation rate without eliminating 2 and 3 sport participants: <b>68%</b>		

**Appendix I - Continued**

<b>III. BJHS Clubs and Associations</b>		
	<b>Male Participants</b>	<b>Female Participants</b>
1. National Junior Honor Society	73	125
2. Student Council	25	55
3. Talent Show	15	22
4. Writing Club	1	5
5. Math Club	6	1
6. Book of the Month Club	2	9
7. Chess Club	10	2
8. Robotics (3 teams)	20	6
9. Grapplerettes	0	15
10. Juggling Club	12	0
11. Quiz Bowl	115	77
12. Math Counts	3	5
13. Board Gaming	32	8
14. Science Olympiad	6	4
15. GTCTM Math Contest	48	41
16. Michigan Math League Competition	77	68
17. Computer Club	14	6
18. Young Authors- Secondary	4	6
19. YMCA 100-Mile Club	50	50
20. Midwest Talent Search – students taking ACT or SAT test	8 (25 average score)	6 (22 average score)
21. YMCA Teen Nights	23	17
<b>Total</b>	<b>544</b>	<b>528</b>
Total Participation Rate in Clubs (enrichment) and Leadership: <b>60%</b>		

## Appendix IV

### National Norm-Referenced Tests

Grade: 8

Test: ACT Explore Test

Edition/publication year: Form 0205 / 1995

Publisher: American College Testing

#### What groups were excluded from testing, why, and how were they assessed?

All 8th graders take the test. The only group of 8th graders that do not take the test is our students in the self contain Monroe County Intermediate School Classroom (MISD). Those students only take the interest inventory of the test. Students may not take the test who are absent during that time period.

		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	November	November	November	November	November
<b>SCHOOL SCORES</b>						
Composite Score (NCE)		62.2	59.8	62.8	64.2	60.4
Number of students tested		449	436	434	442	463
Percent of total students tested		98.0%	96.0%	97.1%	96.7%	98.9%
Number of students excluded		9	18	13	15	5
Percent of students excluded		2.0%	4.0%	2.9%	3.3%	1.1%
<b>SUBTEST SCORES</b>						
Mathematics (NCE)		58.6	57	59.2	62.2	59.5
English (NCE)		57.8	57.6	59.2	58	58

Report results for at least two subtests that best reflect student academic performance at the school. Examples of subtest content areas to be reported are: mathematics, language, reading comprehension. Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

## Appendix V

### MEAP DATA

Grade:   7  

Test: Reading

**What groups were excluded from testing, why, and how were they assessed?** Exclusions from the MEAP test are considered cautiously. Some excluded students suffer severe emotional problems, or are students who may have mild Down's Syndrome, and in a recent case this year, a student with a degenerative brain disease. The Brigance is the alternative test administered.

Number excluded: see below

Percent excluded: see below

Report number and percent tested for total score even if they differ from the number and percent tested for subtests.

SCHOOL SCORES		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	Winter	Winter
Total or Composite Score		81%	72%	73%	61.7%	66.1%
Scoring at Level 2		50%	54%	47%	61.7%	66.1%
Scoring at Level 1		31%	18%	26%		
Number of students tested		397	464	431	392	410
Percent of total students tested		98.5%	98.8%	97.5%	97.7%	97.4%
Number of students excluded		6	6	11	10	11
Percent of students excluded		1.5%	1.2%	2.5%	2.3%	2.6%
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		73%	61%	61%	50.9%	57.9%
Scoring at Level 2		48%	45%	42%		
Scoring at Level 1		25%	16%	19%		

**Appendix V Continued**

**MEAP DATA**

**Grade: 7**

**Test: Reading - Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		71%	63%	60%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		57	59	30		
Percent of total students tested		100%	97%	97%		
Number of students excluded		0	2	1		
Percent of students excluded		0%	3%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 7**

**Test: Reading – Subgroup: Special Education**

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		46%	28%	49%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		53	69	53		
Percent of total students tested		89%	92%	80%		
Number of students excluded		6	6	11		
Percent of students excluded		11%	8%	20%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Appendix V Continued**

**MEAP DATA**

**Grade:** 7

**Test:** Writing

**What groups were excluded from testing, why, and how were they assessed?** Exclusions from the MEAP test are considered cautiously. Some excluded students suffer severe emotional problems, or are students who may have mild Down's Syndrome, and in a recent case this year a student with a degenerative brain disease. The Brigance is the alternative test administered.

Number excluded: see below

Percent excluded: see below

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	Winter	Winter
Total or Composite Score		67%	48%	67%	83.4%	78.8%
Scoring at Level 2		63%	47%	63%	83.4%	78.8%
Scoring at Level 1		4%	1%	4%		
Number of students tested		398	464	431	430	444
Percent of total students tested		98.5%	98.8%	97.5%	97.7%	97.6%
Number of students excluded		6	6	11	10	11
Percent of students excluded		1.5%	1.2%	2.5%	2.3%	2.4%
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		53%	47%	57%	66.2%	68.2%
Scoring at Level 2		50%	44%	51%	33.8%	31.8%
Scoring at Level 1		3%	3%	5%	66.2%	68.2%

**Appendix V Continued**

**MEAP DATA**

**Grade: 7**

**Test: Writing - Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		62%	42%	67%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		58	59	30		
Percent of total students tested		100%	97%	97%		
Number of students excluded		0	2	1		
Percent of students excluded		0%	3%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 7**

**Test: Writing - Subgroup: Special Education**

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		40%	20%	60%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		53	60	53		
Percent of total students tested		89%	92%	80%		
Number of students excluded		6	6	11		
Percent of students excluded		11%	8%	20%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						



**Appendix V Continued**

**MEAP DATA**

Grade: 7

Test: ELA

**What groups were excluded from testing, why, and how were they assessed?** Exclusions from the MEAP test are considered cautiously. Some excluded students suffer severe emotional problems, or are students who may have mild Down's Syndrome, and in a recent case this year a student with a degenerative brain disease. The Brigance is the alternative test administered.

Number excluded: see below

Percent excluded: see below

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	N/A*	N/A*
Total or Composite Score		76%	66.4%	68.3%		
Scoring at Level 2		62%	61%	56%		
Scoring at Level 1		14%	5%	12%		
Number of students tested		397	464	431		
Percent of total students tested		98.5%	98.8%	97.5%		
Number of students excluded		6	6	11		
Percent of students excluded		1.5%	1.2%	2.5%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		67%	57%	58%		
Scoring at Level 2		55%	51%	48%		
Scoring at Level 1		12%	6%	10%		

\*Test was not given in 2001-02 and 2000-01.

**Appendix V Continued**

**MEAP DATA**

**Grade: 7**

**Test: ELA – Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		66%	49%	57%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		57	59	30		
Percent of total students tested		100%	97%	97%		
Number of students excluded		0	2	1		
Percent of students excluded		0%	3%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 7**

**Test: ELA – Subgroup: Special Education**

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		40%	17%	47%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		53	69	53		
Percent of total students tested		89%	92%	80%		
Number of students excluded		6	6	11		
Percent of students excluded		11%	8%	20%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Appendix V Continued**

**MEAP DATA**

**Grade:   8**

**Test: Math**

**What groups were excluded from testing, why, and how were they assessed?** Inclusion in this test is very important. We recorded the lowest number of excluded children on the most recent test: Winter, 2005. The Brigance is administered to our exclusions. In 2002, exclusions were parent exemptions. Our exclusions of selected diverse learners who take MiAccess in 2005 are the lowest over the four years of reports here.

Number excluded: see below

Percent excluded: see below

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	Winter	N/A
Total or Composite Score		70%	69.6%	59.5%	61.7%	
Scoring at Level 2		28%	30%	25%	27%	
Scoring at Level 1		42%	37%	34%	34.7%	
Number of students tested		455	449	431	444	
Percent of total students tested		98.7%	98.5%	98%	98.8%	
Number of students excluded		6	7	9	8	
Percent of students excluded		1.3%	1.5%	2.0%	1.8%	
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		62%	63%	52%	53.8%	
Scoring at Level 2		26%	25%	21%	24.8%	
Scoring at Level 1		36%	38%	31%	29.4%	

**Appendix V Continued**

**MEAP DATA**

**Grade: 8**

**Test: Math – Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		57%	73.3%	43%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		61	48	30		
Percent of total students tested		97%	98%	97%		
Number of students excluded		2	1	1		
Percent of students excluded		3%	2%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 8**

**Test: Math – Subgroup: Special Education**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		19%	34%	10%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		74	53	62		
Percent of total students tested		92%	87%	86%		
Number of students excluded		6	7	9		
Percent of students excluded		8%	13%	14%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Appendix V Continued**

**MEAP DATA**

**Grade: 8**

**Test: Science**

**What groups were excluded from testing, why, and how were they assessed?** Students not tested on the winter 2001, winter 2002 tested were parent-exempted. Those not tested in the three successive years were members of our Special Education Department, especially from our Emotionally Impaired self-contained classroom. These students who have very low cognitive ability were considered MI Access and were administered the Brigance assessment instead.

Number excluded: see below

Percent excluded: see below

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	Winter	Winter
Total or Composite Score		76.4%	75.9%	77.8%	78.1%	24.3%
Scoring at Level 2		59.8%	59%	53%	N/A	N/A
Scoring at Level 1		16.6%	15%	25%	N/A	N/A
Number of students tested		453	450	433	446	465
Percent of total students tested		98.7%	98.5%	98%	98.21%	98.5%
Number of students excluded		6	7	9	8	7
Percent of students excluded		1.3%	1.5%	2.0%	1.79%	1.5%
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		64%	66%	65%	66.6%	20%
Scoring at Level 2		51%	52%	48%	51.8%	N/A
Scoring at Level 1		13%	14%	17%	14.8%	N/A

**Appendix V Continued**

**MEAP DATA**

**Grade: 8**

**Test: Science – Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		57%	69%	68%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		61	48	31		
Percent of total students tested		97%	98%	97%		
Number of students excluded		2	1	1		
Percent of students excluded		3%	2%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 8**

**Test: Science - Subgroup: Special Education**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		33%	43%	38%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		74	54	63		
Percent of total students tested		92%	87%	86%		
Number of students excluded		6	7	9		
Percent of students excluded		8%	13%	14%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Appendix V Continued**

**MEAP DATA**

**Grade: 8**

**Test: Social Studies**

**What groups were excluded from testing, why, and how were they assessed?** Students excluded were parent-exempt in the two earliest years, and since 2003 have been MI Access students. Students qualifying for this alternative testing (Brigance) are carefully considered based on their individual handicaps.

Number excluded: see below

Percent excluded: see below

<b>SCHOOL SCORES</b>		2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month	Winter	Winter	Winter	Winter	Winter
Total or Composite Score		41%	35.3%	44%	41.9%	39.3%
Scoring at Level 2		32%	27%	36%	30.2%	32.9%
Scoring at Level 1		9%	8%	8%	11.7%	6.4%
Number of students tested		456	450	435	446	464
Percent of total students tested		98.7%	98.5%	98%	98.21%	98.5%
Number of students excluded		6	7	9	8	7
Percent of students excluded		1.3%	1.5%	2.0%	1.79%	1.5%
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score		30%	29%	32%	32%	29.8%
Scoring at Level 2		23%	23%	25%	23.9%	24
Scoring at Level 1		7%	6%	8%	8.1%	5.8%

**Appendix V Continued**

**MEAP DATA**

**Grade: 8      Test: Social Studies – Subgroup: Economically Disadvantaged**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		28%	31%	34%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		61	48	32		
Percent of total students tested		97%	98%	97%		
Number of students excluded		2	1	1		
Percent of students excluded		3%	2%	3%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						

**Grade: 8      Test: Social Studies – Subgroup: Special Education**

<b>SCHOOL SCORES</b>	Winter	2004-05	2003-04	2002-03	2001-02	2000-01
	Testing Month					
Total or Composite Score		7%	9%	8%		
Scoring at Level 3						
Scoring at Level 4						
Number of students tested		74	54	63		
Percent of total students tested		92%	87%	86%		
Number of students excluded		6	7	9		
Percent of students excluded		8%	13%	14%		
<b>DISTRICT SCORES</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						
<b>STATE SCORES (if applicable)</b>						
Total or Composite Score						
Scoring at Level 3						
Scoring at Level 4						